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ABSTRACT

GRADES OR AGES: Grades 1-12. SUBJECT MATTER: Developmental reading activities. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into three sections: 1) primary skills, 2) intermediate skills, and 3) secondary skills. Each section is subdivided into readiness skills, comprehension, word perception, and study skills. The material is presented in four columns: basic reading skills (general and specific), related skills, and developmental activities. An appendix deals with listening skills. The guide is mimeographed and spiral bound with a soft cover. OBJECTIVES AND ACTIVITIES: The objectives are listed in the columns for basic reading skills and related skills. Detailed activities are listed in the activities column. INSTRUCTIONAL MATERIALS: No instructional material is specified. STUDENT ASSESSMENT: No provision is made for evaluation. (MBM)

DEVELOPMENTAL READING ACTIVITIES

Grades 1 - 12

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SCHOOL CITY OF GARY
Gary, Indiana

1968

FOREWORD

This publication is a revision of DEVELOPMENTAL READING ACTIVITIES which was prepared in 1959 by Gary Individual Developmental Reading Teachers to supplement AN INTEGRATED LANGUAGE SKILLS PROGRAM. Reading activities are suggested for the specific reading skills taught in grades one through nine. Individual Developmental Reading Teachers compiled these activities from their own experiences, from suggestions made by classroom teachers, and from a review of current publications.

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1968

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DEVELOPMENTAL READING ACTIVITIES
for
PRIMARY SKILLS

PRIMARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVE
GENERAL	SPECIFIC		
A. Readiness Skills	1. Language Development	a. Associating meaning with written symbols	-- Make labe Discuss wh the pupils
		b. Developing language and fact relationship	(1) Develop wi charts abo (2) Allow time for the da of what is
		c. Understanding and using likenesses and differences in action (perception of relationship)	-- Direct the (a) fold (b) draw (c) draw two p
		d. Appreciating the significance of written words	-- Write the board, wit each pupil draw a pic that day. were compl
		e. Learning words	(1) Give each is writte Ask each p something thing he e (2) Provide ma Father wit word for t

PRIMARY DEVELOPMENTAL READING ACTIVITIES

IFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
age lopment	a. Associating meaning with written symbols	-- Make labels for objects in the classroom. Discuss where the objects are placed. Have the pupils draw pictures of the objects.
	b. Developing language and fact relationship	(1) Develop with the pupils simple experience charts about work done at home. (2) Allow time each day for an exchange of news for the day. Write a brief sentence summary of what is important.
	c. Understanding and using likenesses and differences in action (perception of relationship)	-- Direct the pupils to (a) fold a piece of paper in four parts (b) draw the same object in two parts (c) draw different objects in the other two parts
	d. Appreciating the significance of written words	-- Write the plans for the day on the chalkboard, with the help of the pupils. Give each pupil a piece of newsprint. Have him draw a picture of something he plans to do that day. Check later to see if the plans were completed.
	e. Learning words	(1) Give each pupil a sheet of paper on which is written in manuscript the word Father. Ask each pupil to draw a picture of something his father does, or of something he enjoys doing with his father. (2) Provide manuscript copies of the word Father with dashed lines around the word for tracing and blocking.

PRIMARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVE
GENERAL	SPECIFIC		
	2. Auditory Discrimination	a. Hearing gross sounds that are alike, unlike, and similar	-- Listen to a such as: c book, tappi
		b. Hearing fine sounds that are alike, unlike, and similar	-- Listen to a different t running, sk hands.
		c. Hearing and saying sounds (not letter sounds) that are alike, unlike, and similar	(1) Listen to a a sound is hands four (2) Listen to a heard aroun the block.
		d. Discriminating musical tones (high, middle, and low)	-- Send a pupi with his ba listen to h have him si middle tone
		e. Using jingles and rhymes	(1) Allow the p nursery rhy the words t (2) Let them dr (3) Have a gues draw a pict Let the cla
		f. Imitating such sounds as animals and birds	(1) Play the ga chosen say I saw a ____ and sounds (2) Allow the p animals tha noises.

PRIMARY DEVELOPMENTAL READING ACTIVITIES

FIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
ory imina-	a. Hearing gross sounds that are alike, unlike, and similar	-- Listen to and distinguish classroom sounds, such as: crunching of paper, closing of a book, tapping of a bell.
	b. Hearing fine sounds that are alike, unlike, and similar	-- Listen to and distinguish the sounds of different types of activities, such as: running, skipping, jumping, clapping of hands.
	c. Hearing and saying sounds (not letter sounds) that are alike, unlike, and similar	(1) Listen to and tell the number of times a sound is heard, such as clapping of hands four times. (2) Listen to and list different sounds heard around a school or on a walk around the block.
	d. Discriminating musical tones (high, middle, and low)	-- Send a pupil to the back of the room, with his back to the teacher; have him listen to his name sung in a high tone; have him sing it back. Do the same in a middle tone, then in a low tone.
	e. Using jingles and rhymes	(1) Allow the pupils to say their favorite nursery rhymes with the idea of noting the words that rhyme. (2) Let them dramatize rhymes (3) Have a guessing game. Let the pupils draw a picture of someone in a rhyme. Let the class guess who it is.
	f. Imitating such sounds as animals and birds	(1) Play the game "What am I?" The pupil chosen says, "On my way to school today, I saw a _____. (Imitates the action and sounds of an animal.) What am I?" (2) Allow the pupils to draw pictures of animals that the teacher indicates by noises.

PRIMARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVEL
GENERAL	SPECIFIC		
		g. Discriminating among initial, final, and rhyming sounds in words that are alike, unlike, and similar	(1) Listen to w sound; for e (2) Prepare a la or objects. pupils and s the name of pupils ident (3) Give the pup them cut out begin with c ing. (4) Write a word mouse, can. these and of rhymes with
	3. Visual Discrimination	a. Discriminating pictures that are meaningful to the child	-- Make a picture make his own out the pictu booklet.
		b. Learning to discriminate colors in situations which have significance to the learner	(1) Make a large house. Have Cut out pictu a family. P (2) Make a large house. Make put in a tra children. D used.

S	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
CIFIC		
	g. Discriminating among initial, final, and rhyming sounds in words that are alike, unlike, and similar	(1) Listen to words that begin with the same sound; for example, Mary, monkey, man. (2) Prepare a large page of pictures of animals or objects. Show it to a small group of pupils and say, "I am thinking of a picture, the name of which rhymes with boat." Have pupils identify the picture. (3) Give the pupils a sheet of newsprint. Have them cut out pictures of objects whose names begin with consonant sounds they are studying. (4) Write a word on the chalkboard, such as; cat, mouse, can. Have the pupils draw pictures of these and of another object the name of which rhymes with the original picture.
ual rimina- n	a. Discriminating pictures that are meaningful to the child	-- Make a picture dictionary. Let each pupil make his own by using old magazines, cutting out the pictures, and pasting them in a booklet.
	b. Learning to discriminate colors in situations which have significance to the learner	(1) Make a large picture of the inside of a house. Have four or five rooms in the house. Cut out pictures of furniture and members of a family. Place them around the house. (2) Make a large picture of the outside of a house. Make a street in front of the house, put in a traffic light, cars, buses, and children. Discuss the different colors used.

PRIMARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DE
GENERAL	SPECIFIC		
		c. Learning to discriminate letters in situations which have significance to the learner	-- Select ar initial s in the pi
		d. Discriminating words in meaningful situations	-- Suggest t of one wa to his fa or to his to rereac
	4. Following Directions	a. Interpreting and following directions given by teachers and associates	(1) Discuss leave th of the d building door dur (2) Distribu the pupi red, one instruct
		b. Learning to give directions to others	(1) Make a m way from (2) Have the on how t office,

PRIMARY DEVELOPMENTAL READING ACTIVITIES

LS ECIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
	c. Learning to discriminate letters in situations which have significance to the learner	-- Select an appropriate picture. Study the initial sounds in the names of the objects in the picture.
	d. Discriminating words in meaningful situations	-- Suggest that each pupil draw a large picture of one way he has been helpful to his mother, to his father, to other members of his family, or to his pets. Make a chart of the items to reread often. A suggested chart: We Help at Home We pick up things. We put them away. We take care of ourselves. We take care of our pets.
llowing irections	a. Interpreting and following directions given by teachers and associates	(1) Discuss fire drills and how the pupils are to leave the building. Have them draw a picture of the door they are to use when leaving the building and of themselves walking out the door during the fire drill. (2) Distribute large sheets of blank paper. Tell the pupils to draw and color three toys, one red, one blue, and one yellow. Give these instructions only once: do not repeat.
	b. Learning to give directions to others	(1) Make a map and have each pupil show the safest way from his home to school. (2) Have the pupils give directions to the class on how to get to the library, the post office, and to other familiar places.

PRIMARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVE
GENERAL	SPECIFIC		
	5. Motor Development	a. Achieving rhythmic activities	-- Beat suitab appropriat imitate th (1) A rabb jump. (2) Mothe time t run."
		b. Developing activities with hands, such as coloring, painting, and cutting	-- Distribute pupil in th for their u an orange, color.
	6. Visual Motor Sensory Perception	-- Reproducing a pattern	-- Prepare cu Direct the fully and
	7. Left-to-Right Progression	-- Developing left-to-right progression, using pictures and words	-- Give each to trace a first; the with his r left hand desk; the (This will which is
B. Comprehension	1. Factual Comprehension (Assimilative)	a. Reading for facts	(1) Have each four sente each pictu Have these that pictu each pupil give the f (2) Select an sentences learned fr

PRIMARY DEVELOPMENTAL READING ACTIVITIES

SKILLS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
SPECIFIC		
Motor Development	a. Achieving rhythmic activities	-- Beat suitable rhythm on a tom-tom or play appropriate music and suggest that the group imitate the following: (1) A rabbit goes through the field--jump-jump. (2) Mother calls to her children when it is time to get ready for dinner, "Run, run, run."
	b. Developing activities with hands, such as coloring, painting, and cutting	-- Distribute a box of large crayons to each pupil in the group. Give some instructions for their use. Prepare pictures of an apple, an orange, and a banana for the pupils to color.
Visual Motor Sensory Perception	-- Reproducing a pattern	-- Prepare cut-out patterns of blocks and balls. Direct the pupils to trace one of each carefully and color them neatly.
Left-to-Right Progression	-- Developing left-to-right progression, using pictures and words	-- Give each pupil two pieces of paper. Tell him to trace around the fingers of the left hand first; then, on the other piece to do the same with his right hand. Place the drawing of the left hand in the upper left hand corner of his desk; the right in the upper right hand corner. (This will help him remember which is left and which is right.)
Factual Comprehension (Assimilative)	a. Reading for facts	(1) Have each pupil make up a story of three or four sentences to tell what story he sees in each picture of a group of unlabeled pictures. Have these stories read to the class for proof that pictures will mean something different to each pupil, and that pictures don't always give the facts of the printed page. (2) Select an appropriate story. Have pupils find sentences in the story that tell something not learned from just looking at the pictures.

PRIMARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPM
GENERAL	SPECIFIC		
		b. Identifying and interpreting characters	-- Direct the pupi stories and be favorite charac what character
		c. Relating ideas in sequence	-- Have the pupils (a) Draw a pict show the co about that (b) Make four c story event in the same story.
		d. Reading for related facts such as places, action words, animals, and food	(1) Write on the ch that has just b write what happ the incident. with a picture ship) (2) Write pairs of pupils have rea of the two sent containing the pupils that som one action foll though the tex times we can ev with the word b what happened a happened.
		e. Reading for immediate, delayed, general, and specific recall	-- Write on the ch the answers to events of a sto Suggest that th reread the stor can find and re question. Aft tell the story questions as a

RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
b. Identifying and interpreting characters	-- Direct the pupils to reread their favorite stories and be ready to portray their favorite characters. Have the class guess what character each pupil imitates.
c. Relating ideas in sequence	-- Have the pupils (a) Draw a picture of each part of the story; show the correct picture while telling about that particular part. (b) Make four or five sentences relating to story events. Have the pupils put them in the same order as they occurred in the story.
d. Reading for related facts such as places, action words, animals, and food	(1) Write on the chalkboard an incident in a story that has just been read. Have the pupils write what happened just before and just after the incident. This same procedure may be used with a picture in the story. (time relationship) (2) Write pairs of sentences from a story the pupils have read, and ask them to put the ideas of the two sentences together in one sentence containing the word because. Explain to the pupils that sometimes we can understand why one action follows another in a story, even though the text doesn't tell us why. Sometimes we can even join two sentences together with the word because to show that one tells what happened and the other tells why it happened.
e. Reading for immediate, delayed, general, and specific recall	-- Write on the chalkboard a series of questions, the answers to which will bring out the main events of a story the pupils have just read. Suggest that the pupils read the questions and reread the story silently to see whether they can find and remember the answer to each question. After silent reading have pupils tell the story from memory, using the questions as a guide.

PRIMARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOP
GENERAL	SPECIFIC		
		f. Finding significant details	-- List sentences a page.
		g. Locating descriptive words and phrases	-- List all the c Make another l story to descr (This activity know what desc
		h. Following directions	-- Write simple d casionally as can follow sim sentences as: (a) Write the (b) Write all
		i. Following directions	-- After having t you, hit the d a lot of noise what. In this word or concep ferent noises make a list o heard. (Since it is develope
		j. Identifying the speaker or character spoken to	-- Write on the c acters in a st pupils find re
		k. Noting significant details	-- Read aloud the the part that action. Have acters are, wh take place, an
	2. Critical Comprehension	a. Distinguishing between fact and fancy, true and false statements, relevant and irrelevant facts and ideas	(1) Use fairy tale between fact a certain statem

PRIMARY DEVELOPMENTAL READING ACTIVITIES

ILLS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
PECIFIC		
	f. Finding significant details	-- List sentences that refer to the picture on a page.
	g. Locating descriptive words and phrases	-- List all the characters or objects in a story. Make another list of all the words used in the story to describe these characters or objects. (This activity may be done with groups who know what descriptive words and phrases are.)
	h. Following directions	-- Write simple directions on the chalkboard occasionally as a check to see how many pupils can follow simple directions. Use such sentences as: (a) Write the last word in this sentence. (b) Write all the name words on page 4.
	i. Following directions	-- After having the pupils turn their backs to you, hit the desk hard with an object (making a lot of noise). This may startle them somewhat. In this manner you may introduce the word or concept of noise. After making different noises with other objects, have pupils make a list of different noises they have heard. (Since this is an abstract concept, it is developed in a situation.)
	j. Identifying the speaker or character spoken to	-- Write on the chalkboard the names of the characters in a story the class has read. Have pupils find remarks made by each character.
	k. Noting significant details	-- Read aloud the introductory part of a story, the part that often precedes the main story action. Have pupils write who the main characters are, when and where the story will take place, and what the story problem might be.
ritical omprehension	a. Distinguishing between fact and fancy, true and false statements, relevant and irrelevant facts and ideas	(1) Use fairy tales to help the pupils distinguish between fact and fancy. Let pupils tell why certain statements really cannot happen.

PRIMARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELO
GENERAL	SPECIFIC		
			(2) Direct the pu thing Sally something Sa
		b. Drawing logical conclusions	-- Write the be pupils write
		c. Comparing and contrasting facts and opinions	-- Make a list pupils to dr one line und earth is rou
		d. Identifying absurdities	-- After readin pupils make pictures to
		e. Drawing inferences	(1) Let the pupi the question underline th them answer number of th
			(2) Read the sto draw a pictu before the s
		f. Making judgments	(1) Have the pup trate certai
			(2) List stateme pupils to re the ones tha
		g. Perceiving relationships such as class, place, quantity, time, sequence, cause and effect, general and specific	(1) Read to the Billy Goats happened fir
			(2) Have pupils were seen o

RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
	(2) Direct the pupils to draw a picture of something Sally can do and then a picture of something Sally cannot do.
b. Drawing logical conclusions	-- Write the beginning of a story and let the pupils write the ending.
c. Comparing and contrasting facts and opinions	-- Make a list of facts and opinions. Ask the pupils to draw two lines under facts, and one line under opinions. Example: The earth is round. It is going to rain.
d. Identifying absurdities	-- After reading a make-believe story, let pupils make a list of the absurdities. Draw pictures to illustrate.
e. Drawing inferences	(1) Let the pupils read a short story and answer the questions about it. Have the pupils underline the part of the story that made them answer the way they did, and put the number of the questions beside it.
	(2) Read the story to the class. Direct them to draw a picture of what might have happened before the story began.
f. Making judgments	(1) Have the pupils select pictures that illustrate certain stories.
	(2) List statements on the chalkboard. Tell the pupils to read each sentence and to underline the ones that tell a fact.
g. Perceiving relationships such as class, place, quantity, time, sequence, cause and effect, general and specific	(1) Read to the class a story such as "The Three Billy Goats Gruff." Have pupils tell what happened first, second, third, and fourth.
	(2) Have pupils make pictures of ten things that were seen on the way to school.

PRIMARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPME
GENERAL	SPECIFIC		
		h. Interpreting riddles	-- Have the class c to put in a bookl
		i. Making generalizations	-- Have the class cu things to ride. together that ar on water.
		j. Interpreting facts and feelings	(1) Have each pupil that will make pe
			(2) Have each pupil Dick was when he
		k. Predicting outcomes	-- Read the first pa Direct them to wr the end.
		l. Forming associations	-- Read pupils an i with them variou way they are rel pupils' daily li
		m. Reading creatively	-- Have the pupils think of ways in be made more int
		n. Forming sensory images	(1) Direct the pupil that feel cold, appropriate word
			(2) Prepare a simila by using words l
		o. Interpreting puzzles	-- Direct the pupil each will make t mbal tikm arbe drib gip

S	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
CIFIC		
	h. Interpreting riddles	-- Have the class collect and/or make up riddles to put in a booklet for the library table.
	i. Making generalizations	-- Have the class cut out and draw pictures of things to ride. Have the class paste things together that are in the air, on land, and on water.
	j. Interpreting facts and feelings	(1) Have each pupil draw or cut out a picture that will make people feel sad or laugh. (2) Have each pupil draw a picture to show where Dick was when he was skating.
	k. Predicting outcomes	-- Read the first part of a story to the class. Direct them to write what might happen in the end.
	l. Forming associations	-- Read pupils an interesting story. Discuss with them various facts in the story and the way they are related to the story and to pupils' daily life.
	m. Reading creatively	-- Have the pupils read several sentences and think of ways in which the sentences could be made more interesting to read.
	n. Forming sensory images	(1) Direct the pupils to draw pictures of things that feel cold, hot, or wet and write the appropriate word under each picture. (2) Prepare a similar activity emphasizing sound by using words like bang, splash, and swish.
	o. Interpreting puzzles	-- Direct the pupils to rewrite these words so each will make the name of an animal. mbal = lamb tiknet = kitten arbe = bear drib = bird gip = pig

PRIMARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPM
GENERAL	SPECIFIC		
		p. Perceiving analogies	-- Direct the pupil Mother's hat and Have the pupils alike and how th
		q to w-- Not used in primary grades	
C. Word Perception	1. Word Meaning Clues	a. Forming associations	(1) Read a sentence pupils to write mind. (Example: Day. Answer--nu (2) Direct the pupil list of words ar each box which t Billy M Sally b Bob I Spot T pony m kitten c T ball e apple h doll c
		b. Forming sensory images	(1) Call attention t feel, smell or t lists of things taste sweet, and

PRIMARY DEVELOPMENTAL READING ACTIVITIES

S	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
IFIC		
	p. Perceiving analogies	-- Direct the pupils to draw a picture of Mother's hat and a picture of Sally's hat. Have the pupils explain how the two hats are alike and how the two hats are different.
	q to w-- Not used in primary grades	
Meaning s	a. Forming associations	(1) Read a sentence to the class and direct the pupils to write three things that come to mind. (Example: December 25 is Christmas Day. Answer--nuts, candy, Santa Claus) (2) Direct the pupils to read the word above the list of words and underline the words in each box which the top word tells about: BOYS Billy Mother Jane Sally bird Jack Bob Dick funny PETS Spot Tim Sally pony man doll kitten dog farm TOYS ball egg barn apple horn drum doll cow book
	b. Forming sensory images	(1) Call attention to the way things sound or feel, smell or taste. Have the pupils write lists of things that feel cold, things that taste sweet, and similar sensory titles.

PRIMARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELO
GENERAL	SPECIFIC		
			(2) While the res let one pupil distinctive s (a) Knock on (b) Drop a c (c) Bang the (d) Tap on t (e) Pour wat (f) Jump up (g) Drop a b (h) Walk, ru (i) Sharpen (j) Tear som (k) Bump int Ask the group identify the the words tha
			(3) Play the game form vivid im pupil and let as apples, or
			(4) Use other ite as paint, pas on another da how various i
		c. Understanding new words and new concepts	(1) Discuss and p OTHER than th fires.
			(2) Make sure tha place to ice area with wat Raise these c (a) What ki ice skat

SKILLS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
SPECIFIC		
		(2) While the rest of the pupils close their eyes, let one pupil perform an action which has a distinctive sound, for example: (a) Knock on a door (b) Drop a coin (c) Bang the door (d) Tap on the window (e) Pour water into glass (f) Jump up and down (g) Drop a book (h) Walk, run, skip, etc. (i) Sharpen pencil (j) Tear some paper (k) Bump into chair Ask the group to listen carefully and try to identify the sound. Have the pupils think of the words that best describe each sound.
		(3) Play the game "My Nose Tells Me" to help them form vivid images of SMELL. Blindfold a pupil and let him try to identify such foods as apples, oranges, and bananas by the smell.
		(4) Use other items with distinctive smell such as paint, paste, coffee, cheese, and pickles on another day. Ask for words which describe how various items smell or taste.
	c. Understanding new words and new concepts	(1) Discuss and point out the duties of firemen OTHER than their usual duty of putting out fires.
		(2) Make sure that the pupils understand how a place to ice skate may be made by filling an area with water and allowing it to freeze. Raise these questions: (a) What kind of places may be chosen for ice skating areas? (parks, playgrounds)

PRIMARY DEVELOPMENTAL READING ACTIVITIE

BASIC READING SKILLS		RELATED SKILLS	
GENERAL	SPECIFIC		
			(b)
			(c)
			(d)
		d. Understanding shifts in meaning of words	-- Wri boa ten und mea ten (a)
			(b)
			(c)
			Dir whi wor
		e. Anticipating meanings	-- Wri pup cor (a)
			(b)

S	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
CIFIC		
		(b) Why are these areas safer than ponds or lakes? (shallower, less danger of ice breaks) (c) Who might be chosen to make the skating area? (firemen) (d) Why? (They have the necessary hoses for flooding the area.)
	d. Understanding shifts in meaning of words	-- Write the following exercises on the chalkboard. Direct the pupils to read each sentence and look at the definitions for the underlined word. Then have them tell which meaning fits the use of the word in the sentence. (a) club --a heavy stick --some people joined in a group to do something In his club Tom learned to care for animals. (b) fair --a kind of show --honest and right I'm sure John will win a prize at the fair. (c) pen --a place for animals --something used in writing Did Father put Spotty in his pen? Direct the pupils to make other sentences which use other meanings of the underlined words.
	e. Anticipating meanings	-- Write or duplicate similar exercises. Ask the pupils to read the sentences and underline the correct word. (a) If you see birds around, you may listen to their _____. (coming, singing, catching) (b) If you see a bee coming, do not _____ to catch it. (grow, try, swim)

PRIMARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMEN
GENERAL	SPECIFIC		
			(c) If you go ac and then ___ (d) If you see may be ____ (e) If you liste make you ___
		f. Extending word meanings--antonyms, homographs, and words with several meanings	(1) Direct the pupil In each line fin meaning to the f boy gi yes do big bu she Ja laugh ju Ask the pupils t pletes the meani Draw pictures of chief, and a swe I want somethi I have a cold. It is cold tod Draw eggs, a saw Bill wants to this _____. Bill saw a hen Bill made some _____. (2) Write pairs of s Tell the pupils though they're s meanings. Instr show the meaning Bill saw penni walk on the pe

LLS

ECIFIC

RELATED SKILLS

DEVELOPMENTAL ACTIVITIES

(c) If you go across the street first look and then _____. (guess, listen, change)
(d) If you see cowboys around town, a show may be _____. (going, nothing, coming)
(e) If you listen to a funny story, it may make you _____. (sing, sleep, laugh)

f. Extending word meanings--antonyms, homographs, and words with several meanings

(1) Direct the pupils to do the following exercises:

ANTONYMS

In each line find a word that is OPPOSITE in meaning to the first word and underline it.

boy	girl	have	pet
yes	do	no	dog
big	but	little	ask
she	Jane	girl	he
laugh	jump	cry	fun

HOMOGRAPHS

Ask the pupils to decide which object completes the meaning of each sentence.

Cold

Draw pictures of an ice cream cone, handkerchief, and a sweater.

I want something cold. I want an _____.
I have a cold. I want a _____.
It is cold today. I want a _____.

Saw

Draw eggs, a saw, a plank.

Bill wants to saw something. He will saw this _____.
Bill saw a hen house. In it he saw _____.
Bill made something. He made it with a _____.

(2) Write pairs of sentences on the chalkboard. Tell the pupils to note underlined words which, though they're spelled alike, have different meanings. Instruct them to draw pictures to show the meanings:

Bill saw pennies on the walk. See Bill walk on the pennies.

PRIMARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL
GENERAL	SPECIFIC		
			The man will milk the cow's milk. The girls look lik another girl.
		g. Interpreting meanings from phrase and sentence meanings	(1) Copy the following p List the eight words the pupils to match correct word. when no one is wit a place for many not light something very nic to want something not the whole thi one time the cake was put (2) Write this story on pupils to read it s new words. The children roll Then they made a on his head. The They used nuts fo was a nice snowma with what they ha (3) Draw and color a la scene in (2) above. ly. Then discuss t made.
		h. Drawing meaning from context clues	-- Write the following Mrs. Hen said, " (barn, been, The lightning bug _____. (farm, ba Black Pony wante (first, fast

LLS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
PECIFIC		
		The man will milk the cow. The man likes the cow's milk. The girls look like one another. Here comes another girl.
	g. Interpreting meanings from phrase and sentence meanings	(1) Copy the following phrases on the chalkboard. List the eight words beneath the phrases. Ask the pupils to match the phrases with the correct word. when no one is with you a place for many books not light something very nice to want something not the whole thing one time the cake was put in a dark alone once wish piece library basket pet (2) Write this story on the chalkboard. Ask the pupils to read it silently to figure out the new words. The children rolled three large snowballs. Then they made a snowman. They put a hat on his head. They put a horn in his mouth. They used nuts for his eyes and ears. He was a nice snowman. The children were happy with what they had done. (3) Draw and color a large picture depicting the scene in (2) above. Have the story read orally. Then discuss the pictures the pupils have made.
	h. Drawing meaning from context clues	-- Write the following sentences on the board: Mrs. Hen said, "Feathers _____ very fast." (barn, been, burn) The lightning bugs held a meeting in the _____. (farm, barn, brown) Black Pony wanted to put out the _____. (first, fast, fire)

BASIC READING SKILLS		RELATED SKILLS	DEV
GENERAL	SPECIFIC		
			Mrs. Hen (me Spot ___ (bi
		i. Extending word meanings using synonyms and homonyms	(1) Have the p which has lined word Bill and Mother w Mrs. Jon Scouts t Tom snif I'm almo The door "Not now cl sa ki cr (2) Direct the which have differentl words in t (Homonyms) I wish T This ___ I knew t Mother _ Tom thre window. See what We neede ___ gi Mother r See the

ILLS PECIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
		Mrs. Hen said, "I think I smell _____." (meeting, smoke, most) Spot _____ not come down at once. (big, get, did)
	i. Extending word meanings using synonyms and homonyms	(1) Have the pupils find a word below the sentences which has about the same meaning as the underlined word in each sentence. (Synonyms) Bill and Pete looked very sad. _____ Mother washed some of our clothes. _____ Mrs. Jones left for a week's vacation. _____ Scouts try to be thoughtful. _____ Tom sniffed because he missed the show. _____ I'm almost finished. _____ The door is shut. _____ "Not now," replied the teacher. _____ closed trip said unhappy kind nearly cried dresses
		(2) Direct the pupils to underline the two words which have the same sound but are spelled differently. Use the correct one of these two words in the blank. (Homonyms) I wish Tom would get some more wood. This _____ burns fast. I knew that was a new dress. Mother _____ that Father went to work. Tom threw a little box through the open window. See what he _____. We needed four candles for the birthday cake. _____ girls came to the birthday party. Mother read a story from my red book. See the _____ fire engine.

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTA
GENERAL	SPECIFIC		
		j. Interpreting idioms and unusual language	(1) Write the following Mary's eyes dropped teacher scolded her whether it means Ma -- or that Mary loo Have the pupils exp underlined words in Her eyes nearly p Dick stood up for If you fall in so your head. I'm so hungry I c When Father came top. The river ran alo road. (2) Prepare exercises s expressions: forty winks race your motor looks like a mill raining cats and hold your tongue playing possum big cheese roll out the red he was all ears sweet tooth stopped dead in h caught in a jam spill the beans the real McCoy in the pink feel blue he's yellow keep an eye on be on the watch

IFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
	j. Interpreting idioms and unusual language	(1) Write the following sentence on the chalkboard: Mary's eyes dropped to the floor when the teacher scolded her. Have the pupils tell whether it means Mary's eyes fell on the floor -- or that Mary looked down with her eyes. Have the pupils explain the meaning of the underlined words in the following sentences: Her eyes nearly popped out of her head. Dick stood up for his friends. If you fall in some water, try not to lose your head. I'm so hungry I could eat a horse. When Father came home late, Mother blew her top. The river ran along the edge of a winding road. (2) Prepare exercises similar to (1), using these expressions: forty winks race your motor looks like a million raining cats and dogs hold your tongue playing possum big cheese roll out the red carpet he was all ears sweet tooth stopped dead in his tracks caught in a jam spill the beans the real McCoy in the pink feel blue he's yellow keep an eye on be on the watch

PRIMARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL A
GENERAL	SPECIFIC		
		k to n -- Not used in primary grades	
	2. Context Clues	a. Using experience clues to recognize words and derive word meanings	-- Direct the pupils to n equipment, and actors. chalkboard and direct on a chart such as the ANIMALS EQU lions c seals w tigers b elephants t ponies t Pupils may make approp
		b. Developing sentence sense	-- Encourage pupils to ma read, tell news of the any activities, and co Print these on cards i and give them to the p scrapbooks.
		c. Acquiring a knowledge of the uses of end punctuation such as periods and questions	(1) Make a chart such as t the bulletin board. Don't f . I am a peri ? I am a ques ! I am an exc , I am a comm " We are quot ' Apostrophe . ? ! (2) Direct the pupils to m showing the appropriat

<table>
<tr><th>S
CIFIC</th><th>RELATED SKILLS</th><th>DEVELOPMENTAL ACTIVITIES</th></tr>
<tr><td></td><td>k to n -- Not used in primary grades</td><td></td></tr>
<tr><td>text es</td><td>a. Using experience clues to recognize words and derive word meanings</td><td>-- Direct the pupils to name circus animals, equipment, and actors. Write the words on the chalkboard and direct pupils to classify them on a chart such as the following:
<table>
<tr><th>ANIMALS</th><th>EQUIPMENT</th><th>ACTORS</th></tr>
<tr><td>lions</td><td>cage</td><td>clowns</td></tr>
<tr><td>seals</td><td>whip</td><td>juggler</td></tr>
<tr><td>tigers</td><td>band</td><td>acrobat</td></tr>
<tr><td>elephants</td><td>tent</td><td>dancers</td></tr>
<tr><td>ponies</td><td>trapeze</td><td>ringmaster</td></tr>
</table>
Pupils may make appropriate illustrations.</td></tr>
<tr><td></td><td>b. Developing sentence sense</td><td>-- Encourage pupils to make comments on books read, tell news of the day, present reports on any activities, and compose original stories. Print these on cards in the form of sentences and give them to the pupils to paste in their scrapbooks.</td></tr>
<tr><td></td><td>c. Acquiring a knowledge of the uses of end punctuation such as periods and questions</td><td>(1) Make a chart such as the following to post on the bulletin board.
Don't forget us!
. I am a period.
? I am a question mark.
! I am an exclamation mark.
, I am a comma.
" We are quotation marks.
' Apostrophe is my name.
. ? ! , " '

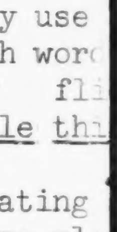
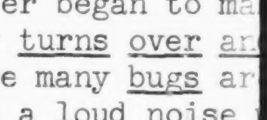
(2) Direct the pupils to make a list of sentences showing the appropriate end marks for each.</td></tr>
</table>

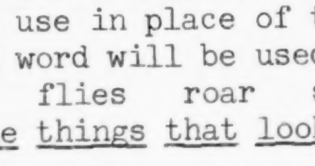
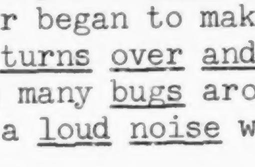
PRIMARY DEVELOPMENTAL READING ACT

BASIC READING SKILLS		RELATED SKILLS
GENERAL	SPECIFIC	
		d. Acquiring a feeling for paragraph unity
		e. Interpreting the relationship between illustrations and the printed word
		f. Identifying words and their general meanings by inferences and generalizations

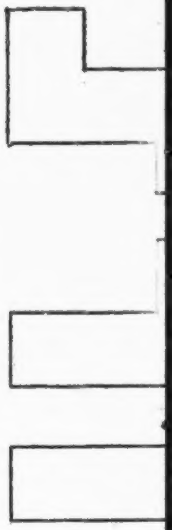
KILLS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
SPECIFIC		
	d. Acquiring a feeling for paragraph unity	-- Read to the class the following (or similar) paragraph: The circus tent was crowded. Men, women, and children were very much excited. They were talking, laughing, and shouting. Peanut shells cracked and fell and paper bags rattled as the people waited for the fun to begin. Ask the pupils to select the BEST title for the above paragraph from the following titles: The Children's Visit Noise at the Circus The Circus Starts Waiting for the Circus to Begin Let them discuss why the others are not appropriate.
	e. Interpreting the relationship between illustrations and the printed word	(1) Sketch a figure performing some act such as running, throwing, or sitting. Beside the figure, print three words, ONE of which describes the action or illustration. Direct the pupils to circle or underline the word which "tells" about the picture. (2) Prepare other exercises to illustrate the following: over under left right smallest largest most least many few on middle queer
	f. Identifying words and their general meanings by inferences and generalizations	-- Direct the class to read this riddle and find the answer from the three words at the bottom and to print the answer on the line at the end of the riddle. (a) I live in the water. When you want to catch me, I wiggle my tail and hurry away. I can go very fast, but I have no feet. What am I? _____ (rabbit, fish, snail)

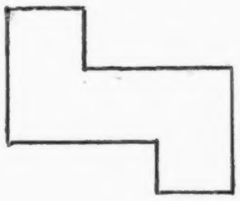
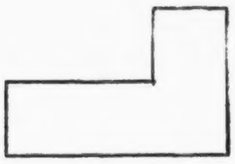
PRIMARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL AC
GENERAL	SPECIFIC		
			(b) The grocer sells s of wheat and is ke It is ____. (mi
		g. Learning that a given word may be used in more than one sense, depending upon the other words in the sentence, paragraph, or selection	-- Direct the pupils to re fully noticing the wor underlined, and from th one which they may use lined ones. (Each wor rolls crow fl Mother baked little th bread. Andy saw a bird eating Ben was buying some pla Every day a plane goes The rooster began to ma The puppy turns over ar There were many bugs ar There was a loud noise engine. The squirrels will put
		h to n--Not used in primary grades	
	3. Configuration Clues	a. Analyzing general shape, length, height, and vertical characteristics of words	(1) Prepare word cards for studying and colored "f with the shape of the w Frame for the word  Same frame would serve Put an assortment of wo frames in each of sever pupils to match frames 

IC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
		(b) The grocer sells something that is made of wheat and is kept in a big white bag. It is _____. (milk, ice cream, flour)
	g. Learning that a given word may be used in more than one sense, depending upon the other words in the sentence, paragraph, or selection	-- Direct the pupils to read each sentence carefully noticing the word or words that are underlined, and from the words listed select one which they may use in place of the underlined ones. (Each word will be used twice.) rolls crow flies roar store Mother baked little things that looked like bread. Andy saw a bird eating some corn. Ben was buying some plants at a flower shop. Every day a plane goes over our school. The rooster began to make a loud noise. The puppy turns over and over in the leaves. There were many bugs around the picnic grounds. There was a loud noise when he started the engine. The squirrels will put away nuts for the winter.
	h to n--Not used in primary grades	
gura- Clues	a. Analyzing general shape, length, height, and vertical characteristics of words	(1) Prepare word cards for words pupils have been studying and colored "frames" the same size, with the shape of the word cut out. Example: Frame for the word "look"  Same frame would serve for bird, took, duck. Put an assortment of word cards and matching frames in each of several envelopes. Direct pupils to match frames and words. Example:  - pony

PRIMARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL
GENERAL	SPECIFIC		
			
		b. Observing title and context words	-- Read short interesti the class. Ask them each article.
		c. Observing the same words printed in large and small type, in the same size type	(1) Write words with cap initial letter forms columns. Have pupil column to the next, ized form with the c Boy Girl Down Park Grass (2) Use the same type o titles, and sentence (3) Direct the pupils t zines which are like story, cut the words drawing paper.

ILLS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
PECIFIC		
		 - keep  - nest - more
	b. Observing title and context words	-- Read short interesting newspaper articles to the class. Ask them to write a good title for each article.
	c. Observing the same words printed in large and small type, in the same size type	(1) Write words with capitalized and uncapitalized initial letter forms in mixed order in two columns. Have pupils draw lines from one column to the next, connecting the uncapitalized form with the capitalized one. Example: Boy down Girl grass Down girl Park boy Grass park (2) Use the same type of exercise to teach phrases, titles, and sentences when the class is ready. (3) Direct the pupils to look for words in magazines which are like the words in a certain story, cut the words out, and paste them on drawing paper.

PRIMARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL
GENERAL	SPECIFIC		
		d. Identifying correct word in a sentence, in isolation	(1) Direct the pupils to r fill the blanks with w ing clear. Use the i indicated. We sit in a _____. You write with a ___ Johnny can run very
			(2) Direct the pupils to u name something: run ball barn hous with find horse scho
		e. Identifying and matching by superimposition	(1) Work out a class stor cards (with words, ph which, when together, Ask pupils to find th match a particular par they have completed th to put together their board.
			(2) Direct a pupil to use trace a sentence from the pupil to superimp or sentences by using
	4. Picture Clues	a. Learning to use the interest values in pictures and illustrations	(1) Encourage pupils to ma units in connection w ties. The pictures ma motivation for origin poems.
			(2) Suggest that the pupi themselves in their fa story they have read. the name of the story ation in the story.

ILLS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
PECIFIC		
	d. Identifying correct word in a sentence, in isolation	(1) Direct the pupils to read each sentence and fill the blanks with words that make the meaning clear. Use the initial and ending sounds indicated. We sit in a _____. ch__r You write with a _____. p__n Johnny can run very _____. f__t (2) Direct the pupils to underline all words which name something: run ball jump barn house large with find bird horse school again
	e. Identifying and matching by superimposition	(1) Work out a class story on the chalkboard. Make cards (with words, phrases, or sentences) which, when together, make the whole story. Ask pupils to find the card or cards which match a particular part of the story. When they have completed the matching, they may wish to put together their card story on the bulletin board. (2) Direct a pupil to use transparent paper to trace a sentence from a chart story. Direct the pupil to superimpose the words, phrases, or sentences by using his transparent parts.
icture Clues	a. Learning to use the interest values in pictures and illustrations	(1) Encourage pupils to make scrapbooks of specific units in connection with their reading activities. The pictures may provide for additional motivation for original stories, riddles, and poems. (2) Suggest that the pupils make pictures showing themselves in their favorite place in any story they have read. Let the others guess the name of the story depicted and the situation in the story.

PRIMARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL
GENERAL	SPECIFIC		
			(3) Direct pupils to draw kinds of pets that co by children in the ci make a list of things
			(4) Direct pupils to look for pictures of peopl of work in a city. I out the pictures, lab for a bulletin board
			(5) Select a page in the to draw pictures of w same sound as the one of Sally, dog, cat, a
		b. Using the pictures and illustrations to clarify and enrich new concepts and new words	(1) Select a page in the it. Print a list of which are associated the pupils to read th with the specific obj
			(2) Select a page in the to write all of the w name things in the pi
		c. Using the action in pictures and illustrations to aid in interpreting the action of the verbal text	(1) Show the class a pict in action. Ask the p carefully and imagine the events. Then rem cuss the details with
			(2) Have the pupils panto stomp aroun strut about dodge quick spin around tug lean over skip lightl

LS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
ECIFIC		
		(3) Direct pupils to draw pictures of different kinds of pets that could be cared for easily by children in the city. Under each picture make a list of things each pet needs.
		(4) Direct pupils to look through old magazines for pictures of people who do different kinds of work in a city. Direct the pupils to cut out the pictures, label them, and mount them for a bulletin board display.
		(5) Select a page in the text. Direct the pupils to draw pictures of words that begin with the same sound as the ones heard at the beginning of Sally, dog, cat, and Mother.
	b. Using the pictures and illustrations to clarify and enrich new concepts and new words	(1) Select a page in the reader with a picture on it. Print a list of words on the chalkboard which are associated with the picture. Direct the pupils to read the words and match them with the specific objects.
		(2) Select a page in the text. Direct the pupils to write all of the words on the page that name things in the picture.
	c. Using the action in pictures and illustrations to aid in interpreting the action of the verbal text	(1) Show the class a picture of animals or humans in action. Ask the pupils to study the picture carefully and imagine they are taking part in the events. Then remove the picture and discuss the details with the pupils.
		(2) Have the pupils pantomime such actions as: stomp around strut about dodge quickly spin around tug lean over skip lightly

PRIMARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL
GENERAL	SPECIFIC		
	5. Phonetic Analysis	a. Developing auditory discrimination of initial and final consonants	-- Print "mother" and " Pronounce five other consonant sound. Th ing one with a diffe Have pupils select a
		b. Using words that rhyme	-- Direct the pupils to story and to draw a rhymes with each wor
		c. Understanding and using initial consonants such as b, c, d, g, l, m, r, y, f, h, j, n, p, s, t, w	-- Direct the pupils to eight sections, draw begin like the word ture in each section
		d. Understanding and using final consonants such as d, t, l, m, n	-- Direct the pupils to story that end like
		e. Perceiving initial consonant digraphs such as ch, sh, th, wh	(1) Direct the pupils to whose names end like (2) Direct the pupils to of words that begin shoe. Paste words t one column and those the other column.
		f. Perceiving initial consonant blends such as br, dr, pl, fr, gr, pr, tr, bl, cl, fl, gl	-- List on the chalkboa same beginning sound names them. Direct t the words in sentenc word in each sentenc
		g. Understanding and using final consonant blends such as ld, nd, nt, st	-- Direct the pupils to that end like the wor those ending in nt u

PRIMARY DEVELOPMENTAL READING ACTIVITIES

LS	RELATED SKILLS		DEVELOPMENTAL ACTIVITIES	
ECIFIC				
onetic alysis	a.	Developing auditory discrimination of initial and final consonants	--	Print "mother" and "month" on the chalkboard. Pronounce five other words using this initial consonant sound. Then say five words, including one with a different consonant sound. Have pupils select a word that is different.
	b.	Using words that rhyme	--	Direct the pupils to write five words from a story and to draw a picture of a word which rhymes with each word selected.
	c.	Understanding and using initial consonants such as *b*, *c*, *d*, *g*, *l*, *m*, *r*, *y*, *f*, *h*, *j*, *n*, *p*, *s*, *t*, *w*	--	Direct the pupils to fold 9 by 12 paper into eight sections, draw pictures of words that begin like the word *ball*, and place one picture in each section.
	d.	Understanding and using final consonants such as *d*, *t*, *l*, *m*, *n*	--	Direct the pupils to write all words from the story that end like the word *boat*.
	e.	Perceiving initial consonant digraphs such as *ch*, *sh*, *th*, *wh*	(1)	Direct the pupils to draw pictures of words whose names end like the word *dish*.
			(2)	Direct the pupils to draw or cut out pictures of words that begin like the words *chair* and *shoe*. Paste words that begin like *chair* in one column and those that begin like *shoe* in the other column.
	f.	Perceiving initial consonant blends such as *br*, *dr*, *pl*, *fr*, *gr*, *pr*, *tr*, *bl*, *cl*, *fl*, *gl*	--	List on the chalkboard words that have the same beginning sound as *bread* as the class names them. Direct the pupils to use six of the words in sentences and to underline the word in each sentence.
	g.	Understanding and using final consonant blends such as *ld*, *nd*, *nt*, *st*	--	Direct the pupils to find words in the story that end like the words *find* and *want*; write those ending in *nt* under the word *want*.

PRIMARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMEN
GENERAL	SPECIFIC		
		h. Understanding and using initial consonant blends such as cl, cr, st, tw, wr	-- Direct the pupils which begin like Use these words i
		i. Understanding and using variable vowel sounds such as oo in boots and school	-- Direct the pupils that have the vow write sentences a underline the wor
		j. Perceiving vowel digraphs such as ai, ea, and ei	-- Direct the pupils (a) Find words i of ai, ea, a (b) Write down t (c) Cross out th (d) On similar s vowel letter (e) Paste each v which it is
		k. Perceiving long vowel in final e words	-- Direct the pupils the words which h the words and anc
		l. Perceiving the long and short a, e, i, o, u, vowel sounds	-- Direct the pupils (a) Hunt picture a sound like cake (b) Paste these under each p (c) Make booklet other vowels
		m. Perceiving vowel digraphs such as oa, au, aw, ou	-- Direct the pupils story that have t heard in boat, sa

LS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
ECIFIC		
	h. Understanding and using initial consonant blends such as cl, cr, st, tw, wr	-- Direct the pupils to find words in the story which begin like the words clay and crayon. Use these words in sentences.
	i. Understanding and using variable vowel sounds such as oo in boots and school	-- Direct the pupils to hunt pictures of words that have the vowel sound of oo as in school; write sentences about the pictures, and underline the words which contain this sound.
	j. Perceiving vowel digraphs such as ai, ea, and ei	-- Direct the pupils to: (a) Find words in the story with combinations of ai, ea, and ei (b) Write down the words (c) Cross out the vowels that are silent (d) On similar scraps of paper print the vowel letters heard in the words (e) Paste each vowel beside the word in which it is heard
	k. Perceiving long vowel in final e words	-- Direct the pupils to select from a story all the words which have a silent e at the end of the words and another vowel that is long.
	l. Perceiving the long and short a, e, i, o, u, vowel sounds	-- Direct the pupils to: (a) Hunt pictures of words that have the short a sound like hat and the long a sound like cake (b) Paste these on paper and write a sentence under each picture (c) Make booklets by adding similar pages as other vowels are studied
	m. Perceiving vowel digraphs such as oa, au, aw, ou	-- Direct the pupils to find all the words in a story that have the same vowel sounds as those heard in boat, saw, out, and caught.

PRIMARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL AC
GENERAL	SPECIFIC		
		n. Perceiving vowel diphthongs such as *oy*, *ow*, *oi*, *ou*, *ew*	-- Write on the chalkboa taining these diphtho classify the words sc the same diphthong ar
		o. Perceiving variable vowel sounds such as (1) *a*, *e*, *i*, *o*, and *u* followed by *r* (2) *a* followed by *w*, *v*, and *l* (3) Long and short *oo*	-- Direct the pupils to moon using rhyming wo room, and soon.
		p. Perceiving variable consonant sounds such as: (1) Hard and soft *c* (2) Hard and soft *g*	-- Direct the pupils to how meat goes from th to use these words in characters: city, cu
		q. Perceiving vowel principles such as: (1) Long vowel at end of a word or syllable (2) Long vowel before silent *e* (3) Two vowels of a word are together, the first is *usually* long (4) One vowel in a word or syllable and followed by a consonant, the vowel is *usually* short	-- Direct the pupils to words that illustrate

PRIMARY DEVELOPMENTAL READING ACTIVITIES

LLS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
PECIFIC		
	n. Perceiving vowel diphthongs such as oy, ow, oi, ou, ew	-- Write on the chalkboard a list of words containing these diphthongs. Have the pupils classify the words so that those containing the same diphthong are listed together.
	o. Perceiving variable vowel sounds such as (1) a, e, i, o, and u followed by r (2) a followed by w, y, and l (3) Long and short oo	-- Direct the pupils to write a poem about the moon using rhyming words such as moon, spoon, room, and soon.
	p. Perceiving variable consonant sounds such as: (1) Hard and soft c (2) Hard and soft g	-- Direct the pupils to draw a cartoon showing how meat goes from the farm to the city and to use these words in the conversation of the characters: city, cut, slice, cow, cart.
	q. Perceiving vowel principles such as: (1) Long vowel at end of a word or syllable (2) Long vowel before silent e (3) Two vowels of a word are together, the first is usually long (4) One vowel in a word or syllable and followed by a consonant, the vowel is usually short	-- Direct the pupils to select from a story two words that illustrate each vowel principle.

PRIMARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMEN
GENERAL	SPECIFIC		
		r. Perceiving that the final _y_ in words of more than one syllable is usually a vowel	-- List on the chalk the class names t write a short sto used.
	6. Structural Analysis	a. Observing inflectional endings such as: (1) Nouns ending with _s_ (2) Verbs endings with _s_	-- Direct the pupils (a) Write all th in _s_ (b) Write the ro
		b. Using inflectional endings with such variants as _s_, _ed_, _ing_	-- Direct the pupils (a) Fold paper i (b) Head the col (c) Write these root: bake, thank. (d) Add the endi them in the (e) Choose one r each of its
		c. Perceiving possessives with '_s_ endings	-- Direct the pupils '_s_ endings and be means. Example: man's coat
		d. Perceiving compound words made up of two familiar words	-- Direct the pupils in the story and up each compound
		e. Using contractions such as: _aren't_, _doesn't_, _won't_, _he's_, _we'll_, _it's_, _can't_, _let's_	-- Direct the pupils in the story and in the two words stands instead o
		f. Understanding comparatives such as: _smaller_ - _bigger_ _faster_ - _slower_	-- Discuss with the or smaller, anima and lessons that

S	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
CIFIC		
	r. Perceiving that the final y in words of more than one syllable is usually a vowel	-- List on the chalkboard words with final y as the class names them. Direct each pupil to write a short story in which these words are used.
uctural lysis	a. Observing inflectional endings such as: (1) Nouns ending with s (2) Verbs endings with s	-- Direct the pupils to: (a) Write all the words in the story that end in s (b) Write the root word beside each word
	b. Using inflectional endings with such variants as s, ed, ing	-- Direct the pupils to: (a) Fold paper in four columns (b) Head the columns root, s, ed, and ing (c) Write these words in the column labeled root: bake, live, walk, look, jump, thank. (d) Add the endings to each word and write them in the correct column (e) Choose one root word; use that word and each of its variations in sentences.
	c. Perceiving possessives with 's endings	-- Direct the pupils to write all the words with 's endings and beside each write what it means. Example: man's coat the coat belongs to the man
	d. Perceiving compound words made up of two familiar words	-- Direct the pupils to find the compound words in the story and write the two words that make up each compound word.
	e. Using contractions such as: aren't, doesn't, won't, he's, we'll, it's, can't, let's	-- Direct the pupils to find all the contractions in the story and rewrite the sentences putting in the two words for which the contraction stands instead of the contraction itself.
	f. Understanding comparatives such as: smaller - bigger faster - slower	-- Discuss with the class objects that are larger or smaller, animals that are faster or slower, and lessons that are easier or harder.

PRIMARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENT
GENERAL	SPECIFIC		
		g. Using inflectional endings with such variants as: (1) Verbs which double the final letter before ed, ing	-- Direct the class t (a) Use the word r to run and use same with thes (b) Use the word g to give and u Do the same wi come, leave.
		h. Estimating (by hearing and seeing) number of syllables in words	-- Direct the pupils words and 6 three-s
		i. Using inflectional endings by: (1) Changing f to v and adding es (2) Dropping final e before adding ed, er, ing	-- Direct the pupils both the singular a following words:
		j to m -- Not used in primary grades	
	7. Dictionary Usage	a. Arranging words in alphabetical order using meaningful situations (first step in dictionary readiness)	-- Have the pupils mak the week's spelling of the spelling wor year.
		b. and c. -- Not used in primary grades	
D. Study Skills	1. Organization Skills	a. Interpreting simple charts and maps	(1) Direct the pupils about how to go to the pupils exchange (2) Draw a map of the

S IFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
	g. Using inflectional endings with such variants as: (1) Verbs which double the final letter before ed, ing	-- Direct the class to: (a) Use the word run in a sentence. Add ing to run and use in a sentence. Do the same with these words: stop, hit, dig. (b) Use the word give in a sentence. Add ing to give and use the new word in a sentence. Do the same with these words: make, come, leave.
	h. Estimating (by hearing and seeing) number of syllables in words	-- Direct the pupils to find 6 two-syllable words and 6 three-syllable words in the story.
	i. Using inflectional endings by: (1) Changing f to v and adding es (2) Dropping final e before adding ed, er, ing	-- Direct the pupils to use in good sentences both the singular and plural form of the following words: wolf, elf, leaf, wife, knife.
	j to m -- Not used in primary grades	
tionary ge	a. Arranging words in alphabetical order using meaningful situations (first step in dictionary readiness)	-- Have the pupils make an alphabetical list of the week's spelling words and a running file of the spelling words learned throughout the year.
	b. and c. -- Not used in primary grades	
ganiza- on Skills	a. Interpreting simple charts and maps	(1) Direct the pupils to draw specific directions about how to go to the public library. Have the pupils exchange maps and evaluate them. (2) Draw a map of the neighborhood, showing the

BASIC READING SKILLS		RELATED SKILLS	DEVELOP
GENERAL	SPECIFIC		
			pupils' homes, of interest.
		b. Observing the sequence of ideas in a story	-- Direct the pup and draw pictur the order in w
		c. Learning to classify ideas	(1) Direct the pup of things one and feel. (2) Ask the pupils general classi the list belon apples pears peaches plums grapes
		d. Using titling as a means of organization	-- Direct pupils (1) Write a g picture. (2) Find a ke make a go (3) Find maga story.
		e. Recording information in the form of a language experience chart or class-dictated composition	-- Record an orig newsprint as t story on an ea and read it fr

ILLS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
PECIFIC		
		pupils' homes, the school, and other places of interest.
	b. Observing the sequence of ideas in a story	-- Direct the pupils to fold paper in fourths and draw pictures to illustrate the story in the order in which it happened.
	c. Learning to classify ideas	(1) Direct the pupils to select or draw pictures of things one can taste, smell, hear, see, and feel. (2) Ask the pupils to write on the line the general classification to which each word in the list belongs. apples pears peaches plums grapes ______ trains automobiles airplanes wagons carriages ______
	d. Using titling as a means of organization	-- Direct pupils to: (1) Write a good title for an interesting picture. (2) Find a key word in a story that would make a good title. (3) Find magazine pictures to illustrate a story.
	e. Recording information in the form of a language experience chart or class-dictated composition	-- Record an original story on a large sheet of newsprint as the class dictates. Display the story on an easel and let pupils refer to it and read it from time to time.

PRIMARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOP
GENERAL	SPECIFIC		
		f. Identifying "big" ideas and "little" ideas	-- Have pupils se comparative si man, a big bui a big house an
		g. Identifying main ideas	-- Direct pupils one sentence t about, and rew language.
		h. Developing picture main ideas	-- Cut into separ story. Have p are really nee
		i. Listing answers to questions	-- Write factual ask pupils to question.
		j. Using arts and crafts projects to summarize information (friezes, mural, orange-box movie strip)	-- Have pupils pl unit of class
		k. Listing a sequence of ideas in pictures	-- Cut into separ story and have order.
		l. Using creative dramatization to summarize information	-- Help the pupil culminating act
		m. Developing word main ideas lines	-- Have the pupils of three person under each nou that noun.

S	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
CIFIC		
	f. Identifying "big" ideas and "little" ideas	-- Have pupils select pictures that show the comparative size of a big man and a little man, a big building and a little building, and a big house and a little house.
	g. Identifying main ideas	-- Direct pupils to read a short story, select one sentence that best tells what the story is about, and rewrite the sentence in simpler language.
	h. Developing picture main ideas	-- Cut into separate pictures a short comic book story. Have pupils select the pictures which are really needed to tell the story.
	i. Listing answers to questions	-- Write factual questions on the chalkboard and ask pupils to draw a picture to answer each question.
	j. Using arts and crafts projects to summarize information (friezes, mural, orange-box movie strip)	-- Have pupils plan and draw a mural about a unit of class work.
	k. Listing a sequence of ideas in pictures	-- Cut into separate pictures a short comic book story and have pupils put the pictures in order.
	l. Using creative dramatization to summarize information	-- Help the pupils dramatize a story for the culminating activity of a unit of study.
	m. Developing word main ideas lines	-- Have the pupils read a story, write the names of three persons or things in the story, and under each noun write two words describing that noun.

PRIMARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPM
GENERAL	SPECIFIC		
		n. Preparing one point outlines	-- Select a short s the story and w facts learned i
		o. Developing simple summaries	-- Read a story t pupils to draw thing that happ
		p. Listing a sequence of ideas in words	-- Show pupils ho a story, and pr class until the in words.
		q. Developing sentence and phrase main ideas	-- Ask the pupils have read and t that make it in
		r. Listing a sequence of ideas in sentences and phrases	-- Select a story telling the ma sentences on th instruct the pu order.
		s to w -- Not used in primary grades	
	2. Reading Study Skills	a. Locating source of information	(1) Have the pupil Table of Conten about a certai (2) Direct the pupi available abou them make note
		b. Skimming by identifying "key words"	(1) Direct the pupi select the wor ing of the para (2) Let pupils pic let them tell w be about.

PRIMARY DEVELOPMENTAL READING ACTIVITIES

ILLS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
PECIFIC		
	n. Preparing one point outlines	-- Select a short story. Have the pupils read the story and write the three most important facts learned from the story.
	o. Developing simple summaries	-- Read a story to the class and direct the pupils to draw a picture to show the best thing that happened in the story.
	p. Listing a sequence of ideas in words	-- Show pupils how to select key words that tell a story, and practice this skill with the class until they can list a sequence of ideas in words.
	q. Developing sentence and phrase main ideas	-- Ask the pupils to select a book or story they have read and to tell four important ideas that make it interesting.
	r. Listing a sequence of ideas in sentences and phrases	-- Select a story and prepare four sentences telling the main ideas briefly. Write the sentences on the chalkboard out of order and instruct the pupils to rewrite them in logical order.
	s to w -- Not used in primary grades	
eading tudy kills	a. Locating source of information	(1) Have the pupils survey all the stories in the Table of Contents and list all the stories about a certain subject. (2) Direct the pupils to find out all the facts available about a particular animal. Have them make notes for later discussion.
	b. Skimming by identifying "key words"	(1) Direct the pupils to read the paragraph and select the word which best expresses the feeling of the paragraph. (2) Let pupils pick out key words on pages. Then let them tell what they think the story will be about.

PRIMARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOP
GENERAL	SPECIFIC		
		c. Becoming familiar with the parts of a book: cover, title, table of contents	(1) Discuss with pu book are found (2) Let pupils make Tell them this title, and a ta how to include
		d. Being able to follow directions	-- Write on the ch drawing and col a story and as directions.
		e. Reading to find answers for specific information	-- Write a short p Under the parag Tell the pupils to the questio
		f. Perceiving new concepts and new words	-- Teach the new w pupils to draw and label each
		g. Interpreting simple maps and globes	-- Take the class Help the class around the scho maps of their o
		h. Arranging names in alphabetical order	-- Have each pupil taining the nam numbers of all alphabetical or
		i. Using a telephone book	(1) Bring an old te let the pupils mates', and the (2) Let the pupils numbers, and ma

S	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
CIFIC		
	c. Becoming familiar with the parts of a book: cover, title, table of contents	(1) Discuss with pupils where the parts of the book are found. (2) Let pupils make a book of creative stories. Tell them this book should have a cover, a title, and a table of contents and show them how to include them.
	d. Being able to follow directions	-- Write on the chalkboard simple directions for drawing and coloring a picture to illustrate a story and ask the pupils to follow these directions.
	e. Reading to find answers for specific information	-- Write a short paragraph on the chalkboard. Under the paragraph list five questions. Tell the pupils to read to find the answers to the questions.
	f. Perceiving new concepts and new words	-- Teach the new words in context. Direct the pupils to draw pictures of these new words and label each picture.
	g. Interpreting simple maps and globes	-- Take the class for a walk around the school. Help the class make a simple map of the block around the school. Direct the pupils to make maps of their own homes and yards.
	h. Arranging names in alphabetical order	-- Have each pupil make a class directory containing the names, addresses, and telephone numbers of all the pupils in the class in alphabetical order.
	i. Using a telephone book	(1) Bring an old telephone book to school, and let the pupils find their own, their schoolmates', and their friends' names listed in it. (2) Let the pupils use a toy phone, look up numbers, and make calls.

PRIMARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPM
GENERAL	SPECIFIC		
		j. Understanding parts of a book: cover, title, title page, table of contents	-- Select a book t examine the bo about it. What is the c What do you t How does the fit the Look at the t story th does th
		k. Using a book list and classifying books in the class library	-- Make a wall cha pocket for eac library. Labe pupils to writ each book read tences about th in the right p
		l. Locating names of persons, places, and things in a paragraph, in a story, or a selection as a means of skimming	-- Direct the cla find the chara
		m. Using encyclopedias and reference materials in a simplified manner	-- Have the pupil give additiona Help them find
		n to z -- Not used in primary grades	
	3. Purposeful Oral Reading Skills	a. Desiring to share reading materials with others	-- Direct pupils al reading int class.

PRIMARY DEVELOPMENTAL READING ACTIVITIES

LS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
ECIFIC		
	j. Understanding parts of a book: cover, title, title page, table of contents	-- Select a book the pupils have read. Have them examine the book and answer these questions about it. What is the color of your book? What do you think about the pictures? How does the title or name of your book fit the stories in it? Look at the table of contents and find the story that you like. On what page does the story begin?
	k. Using a book list and classifying books in the class library	-- Make a wall chart with a different colored pocket for each type of book in the class library. Label each pocket. Direct the pupils to write on index cards the title of each book read, the author, and three sentences about the book. Then deposit the card in the right pocket.
	l. Locating names of persons, places, and things in a paragraph, in a story, or a selection as a means of skimming	-- Direct the class to skim through a story to find the characters.
	m. Using encyclopedias and reference materials in a simplified manner	-- Have the pupils select books and stories that give additional information about the lesson. Help them find material in reference books.
	n to z -- Not used in primary grades	
rposeful ral Read- g Skills	a. Desiring to share reading materials with others	-- Direct pupils to select from their recreational reading interesting passages to read to the class.

title page, table of contents
about it.
What is the color of your book?

PRIMARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMEN
GENERAL	SPECIFIC		
		b. Having a purpose for reading orally	-- Prepare question aloud the paragra questions.
			questions.
		c. Being able to read fluently without attempting to be an elocutionist, but requiring rhythm, accurate interpretation of punctuation, accurate pronunciation of at least 99 percent of the running words	-- Select a play and the characters wo
		d. Using a conversational tone that is pleasant and interesting yet loud and clear enough for everyone in the group to hear easily	-- Record pupils' rea Allow pupils to cri and practice towar
		e. Being relaxed	-- Provide interesti level of reading
		f. Using good posture	-- Instruct pupils t as they read a fa
		g. Having complete understanding of the selection being read	-- Direct pupils to ly what they read
		h. Being provided with a comfortable and pleasant environment or setting conducive to oral reading	-- Provide a relaxe pupils to listen read so others ca

PRIMARY DEVELOPMENTAL READING ACTIVITIES

LLS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
ECIFIC		
	b. Having a purpose for reading orally	-- Prepare questions and direct pupils to read aloud the paragraphs that answer the questions.
	c. Being able to read fluently without attempting to be an elocutionist, but requiring rhythm, accurate interpretation of punctuation, accurate pronunciation of at least 99 percent of the running words	-- Select a play and have the pupils read it as the characters would express themselves.
	d. Using a conversational tone that is pleasant and interesting yet loud and clear enough for everyone in the group to hear easily	-- Record pupils' reading on a tape recorder. Allow pupils to criticize their own voices and practice toward improvement.
	e. Being relaxed	-- Provide interesting material at the correct level of reading difficulty.
	f. Using good posture	-- Instruct pupils to demonstrate correct posture as they read a favorite poem.
	g. Having complete understanding of the selection being read	-- Direct pupils to read a story, then tell briefly what they read.
	h. Being provided with a comfortable and pleasant environment or setting conducive to oral reading	-- Provide a relaxed classroom atmosphere. Teach pupils to listen when others read, and to read so others can understand when they read.

reading orally
questions.

DEVELOPMENTAL READING ACTIVITIES
for
INTERMEDIATE SKILLS

INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMEN
GENERAL	SPECIFIC		
A. Readiness Skills	1. Language Development	a. Associating meaning with written symbols	-- Teach sight words standing of them.
		b. Developing language and fact relationship	-- List four words a except one. Have one that does not the same meaning a
		c. Understanding and using likenesses and differences in action (perception of relationship)	-- Have the pupils fe pieces of cloth t or "rough as bark. phrases used in th make up similar ph
		d. Appreciating the significance of written words	-- Select a poem, rea cuss how words ar of the author.
		e. Learning words	(1) Teach new words wi periences. Use fi people to make mea (2) Have pupils expres different words.
	2. Auditory Discrimination	a. Hearing gross sounds that are alike, unlike, and similar	-- Have pupils close the following acti - Drop a pen - Flip pages - Strike tw - Sharpen a - Tear pape Ask pupils to iden determine which sc similar.

INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

LLS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
ECIFIC		
anguage evelopment	a. Associating meaning with written symbols	-- Teach sight words and check on pupils' understanding of them.
	b. Developing language and fact relationship	-- List four words all of which are synonyms except one. Have the pupils cross out the one that does not belong and add a word with the same meaning as the three synonyms.
	c. Understanding and using likenesses and differences in action (perception of relationship)	-- Have the pupils feel the differences in two pieces of cloth to illustrate "smooth as silk" or "rough as bark." Have the pupils find phrases used in the same way. Have pupils make up similar phrases.
	d. Appreciating the significance of written words	-- Select a poem, read it to the class and discuss how words are used to express the thoughts of the author.
	e. Learning words	(1) Teach new words with pictures and actual experiences. Use field trips and resource people to make meanings clear. (2) Have pupils express their thoughts using different words.
uditory iscrimi-ation	a. Hearing gross sounds that are alike, unlike, and similar	-- Have pupils close their eyes while each of the following activities are performed: - Drop a pencil on the floor. - Flip pages in a book. - Strike two rulers together. - Sharpen a pencil. - Tear paper. Ask pupils to identify each sound and to determine which sounds are alike, unlike, and similar.

INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTA
GENERAL	SPECIFIC		
		b. Hearing fine sounds that are alike, unlike, and similar	-- Pronounce a key wor nounce other words going, get, gather.
		c. Hearing and saying sounds, not letter sounds, that are alike, unlike, and similar	-- Tap your finger lig foot gently on the similar taps in the
		d. Discriminating musical tones (high, middle, and low tones)	-- Select songs to ill low tones. Discuss sung by the class.
		e. Using jingles and rhymes	-- Direct the pupils t hero in a story.
		f. Imitating such sounds as animals and birds	-- Let each pupil imit allow the class to or animal.
		g. Discriminating among initial, final, and rhyming sounds in words that are alike, unlike, and similar	-- Ask the pupils to s initial consonant i the new words: keep him dagger
	3. Visual Discrimination	a. Discriminating pictures that are meaningful to the child	-- Have the pupils dra illustrate the foll bay river isthmus
		b. Learning to discriminate colors in situations which have significance to the learner	-- Have the pupils fin adjectives in the s

IFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
	b. Hearing fine sounds that are alike, unlike, and similar	-- Pronounce a key word, go. Have pupils pronounce other words that begin like go, such as going, get, gather.
	c. Hearing and saying sounds, not letter sounds, that are alike, unlike, and similar	-- Tap your finger lightly on the desk. Tap your foot gently on the floor. Have the pupils make similar taps in the same rhythm.
	d. Discriminating musical tones (high, middle, and low tones)	-- Select songs to illustrate high, middle, and low tones. Discuss various tones in the songs sung by the class.
	e. Using jingles and rhymes	-- Direct the pupils to write rhymes about the hero in a story.
	f. Imitating such sounds as animals and birds	-- Let each pupil imitate a bird or animal and allow the class to guess the name of the bird or animal.
	g. Discriminating among initial, final, and rhyming sounds in words that are alike, unlike, and similar	-- Ask the pupils to substitute sw for the initial consonant in each word below and say the new words: keep loop him meet dagger
ual crimi- ion	a. Discriminating pictures that are meaningful to the child	-- Have the pupils draw or select pictures that illustrate the following: bay lake river island isthmus mountain
	b. Learning to discriminate colors in situations which have significance to the learner	-- Have the pupils find the color words used as adjectives in the story.

INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENT
GENERAL	SPECIFIC		
		c. Learning to discriminate letters in situations which have significance to the learner	-- Provide an opportu writing and recogn difficult for them
		d. Discriminating words in meaningful situations	-- Write ten simple s Have the class imp stituting more exp
	4. Following Directions	a. Interpreting and following directions given by teachers and associates	-- Provide practice follow oral direct
		b. Learning to give directions to others	(1) Give directions to allow him to give Rotate chairmen so (2) Have pupils to giv one location to an for making a kite.
	5. Motor Development	a. Achieving rhythmic activities	-- Have the pupils si studied in Social rhythm.
		b. Developing activities with hands such as coloring, painting, and cutting	-- Have the pupils pr for a dramatizatio
	6. Visual Motor Perception	-- Reproducing a pattern	(1) Provide practice pare holiday deco (2) Have the pupils d illustration of a attention to simi

INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

LS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
ECIFIC		
	c. Learning to discriminate letters in situations which have significance to the learner	-- Provide an opportunity for pupils to practice writing and recognizing letters that are difficult for them.
	d. Discriminating words in meaningful situations	-- Write ten simple sentences on the chalkboard. Have the class improve the sentences by substituting more expressive words.
llowing irections	a. Interpreting and following directions given by teachers and associates	-- Provide practice so the pupils can learn to follow oral directions and written directions.
	b. Learning to give directions to others	(1) Give directions to the chairman of a group and allow him to give directions to others. Rotate chairmen so that all have the experience. (2) Have pupils to give directions for going from one location to another, for playing games, for making a kite.
tor evelopment	a. Achieving rhythmic activities	-- Have the pupils sing songs of the countries studied in Social Studies and notice the rhythm.
	b. Developing activities with hands such as coloring, painting, and cutting	-- Have the pupils prepare scenery and costumes for a dramatization.
isual Motor erception	-- Reproducing a pattern	(1) Provide practice in tracing patterns to prepare holiday decorations. (2) Have the pupils draw a picture similar to the illustration of a story and pay particular attention to similar spacing and perspective.

INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENT
GENERAL	SPECIFIC		
	7. Left-to-Right Progression	-- Developing left-to-right progression, using pictures and words	-- Help the pupils de form of a time mur
B. Comprehension	1. Factual Comprehension (Assimilative)	a. Reading for facts	-- Choose a number of pupils to tell the in a sentence.
		b. Identifying and interpreting characters	-- Choose a story. H puppets for charac citing or interest
		c. Relating ideas in sequence	-- Have the pupils ma wrapping paper to the story in seque
		d. Reading for related facts such as places, action words, animals, and food	-- Choose a story and of all animals men
		e. Reading for immediate, delayed, general, and specific recall	-- Have the pupils na similar characters
		f. Finding significant details	-- Have pupils analyz and decide why thi friend or would n
		g. Locating descriptive words and phrases	(1) Have the pupils dr certain scene desc the details as des (2) Help the class cho use them as a basi as a story.

INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

S CIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
t-to-Right gression	-- Developing left-to-right progression, using pictures and words	-- Help the pupils design a time sequence in the form of a time mural or a time line.
tual nprehension ssimilative)	a. Reading for facts	-- Choose a number of paragraphs and ask the pupils to tell the main idea of each paragraph in a sentence.
	b. Identifying and interpreting characters	-- Choose a story. Have the pupils make sack puppets for characters and dramatize some exciting or interesting part of the story.
	c. Relating ideas in sequence	-- Have the pupils make a time mural on brown wrapping paper to depict the time and ideas of the story in sequence.
	d. Reading for related facts such as places, action words, animals, and food	-- Choose a story and have pupils list the names of all animals mentioned in the story.
	e. Reading for immediate, delayed, general, and specific recall	-- Have the pupils name stories read which have similar characters or similar plots.
	f. Finding significant details	-- Have pupils analyze a character in a story and decide why this person would make a good friend or would not make a good friend.
	g. Locating descriptive words and phrases	(1) Have the pupils draw a picture depicting a certain scene described in a story and include the details as described in the story. (2) Help the class choose descriptive words and use them as a basis for a poem with same plot as a story.

INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENT
GENERAL	SPECIFIC		
		h. Following directions	(1) Have the pupils dra of places in a sto (2) Choose story with away. Have the pu get there.
		i. Developing new concepts and new words	-- Show the class tha may have different the meanings for t
		j. Identifying the speaker or character spoken to	-- Let pupils choose as the group attem
		k. Noting significant details	-- Find clues to the esting part of the words and descript thing is about to to guess the clima
	2. Critical Comprehension	a. Distinguishing between fact and fancy, true and false statements, relevant and irrelevant facts and ideas	-- Select statements appear to show fan pupils show facts that such statemen
		b. Drawing logical conclusions	-- Read part of a sto write a logical co
		c. Comparing and contrasting facts and opinions	-- Have pupils discus feelings and actio story.
		d. Identifying absurdities	(1) Select story parts occurrences, or eve determine whether or the impossible, ridiculous.

INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

LS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
ECIFIC		
	h. Following directions	(1) Have the pupils draw a map to show the location of places in a story. (2) Choose story with background some distance away. Have the pupils draw a map of route to get there.
	i. Developing new concepts and new words	-- Show the class that words spelled the same way may have different meanings by substituting the meanings for the words as the story is read.
	j. Identifying the speaker or character spoken to	-- Let pupils choose characters and portray them as the group attempts to guess their identity.
	k. Noting significant details	-- Find clues to the climax or some very interesting part of the story by listing action words and descriptive words that tell something is about to happen and ask the children to guess the climax.
itical mprehension	a. Distinguishing between fact and fancy, true and false statements, relevant and irrelevant facts and ideas	-- Select statements from a story or poem which appear to show fanciful imagination and have pupils show facts which prove the generalization that such statements are actually true or untrue.
	b. Drawing logical conclusions	-- Read part of a story to pupils and have each write a logical conclusion.
	c. Comparing and contrasting facts and opinions	--- Have pupils discuss and record on charts the feelings and actions of the characters in a story.
	d. Identifying absurdities	(1) Select story parts consisting of situations, occurrences, or events and have the pupils determine whether these represent the possible or the impossible, the realistic or the ridiculous.

INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTA
GENERAL	SPECIFIC		
			(2) Write ten sentences true and some untru the sentences that a
		e. Drawing inferences	(1) Give the pupils a pa the paragraph, list choice answers whic
			(2) Direct the pupils t pare questions. Ha questions.
		f. Making judgments	(1) Have pupils read a more characters, te is by locating the or events that lead judgments.
			(2) Have the pupils pic in a story and writ what kind of person
		g. Perceiving relationships such as class, place, time, quantity, sequence, cause and effect, general and specific	-- Check understanding that fall under gen have read about as (Such an activity c interest project as stories, or a book Example: Unscra Unscramble the term sport each represen 1. 2. 3.

LLS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
ECIFIC		
		(2) Write ten sentences on the chalkboard, some true and some untrue. Have the pupils identify the sentences that are true.
	e. Drawing inferences	(1) Give the pupils a paragraph to read. Following the paragraph, list questions with multiple choice answers which is closest to being true. (2) Direct the pupils to read a paragraph. Prepare questions. Have the pupils answer the questions.
	f. Making judgments	(1) Have pupils read a selection, pick out two or more characters, tell what kind of person each is by locating the description, conversation, or events that lead them to make these judgments. (2) Have the pupils pick out a particular character in a story and write three statements telling what kind of person the character is.
	g. Perceiving relationships such as class, place, time, quantity, sequence, cause and effect, general and specific	-- Check understandings of related classifications that fall under general categories which pupils have read about as an individual interest. (Such an activity could follow a special reading interest project as reading baseball articles, stories, or a book featuring a baseball star.) Example: Unscramble the Terms Unscramble the terms by listing them under the sport each represents. (Sports) 1. Golf 2. Boxing 3. Wrestling

INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOP
GENERAL	SPECIFIC		
			glove pi ball he timing bu safe kn guard to swing pu togs ju slice ba bat fo center bo hoop bl bell le counts
		h. Interpreting riddles	(1) Word problem t thinking from individuals o Example: A ship a sailors toss The ladder w rung touche by it. The apart. If the ti per hour, ho end of four Answer: Non ship would

INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

LLS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
PECIFIC		
		4. Football 5. Baseball 6. Basketball (Terms) glove ball timing safe guard swing togs slice bat center hoop bell counts pitcher helmet bunting knockout toe hold putting jujitsu basket football body slam blocking left hook sweat shirt open field running second base block punch golf balls golf clubs third base strike out free throw home plate drop-kick dribbling
	h. Interpreting riddles	(1) Word problem type riddles to stimulate alert thinking from reading content at hand with individuals or groups. Example: A ship anchored in the harbor, and the sailors tossed a rope ladder over the side. The ladder was ten feet long, and the bottom rung touched the water but was not covered by it. The rungs of the ladder were a foot apart. If the tide rose at the rate of one foot per hour, how many rungs were covered at the end of four and a half hours? Answer: None would be covered, because the ship would rise with the tide.

INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL A
GENERAL	SPECIFIC		
			(2) Apply information gai interests and sources arouse curiosity. Example: How Did Thes Daisy Did you ever kno their name? Every m their petals and at them. A long time ago, that they acted lik them day's eyes. O the name was so goo them day's eyes, to the name was change that word was easie You have probabl but have you ever wo called jeeps? During the Secon U. S. Army asked au build a car which c rough country and purpose car. That for many purposes. built, was called a for general purpose easily the name G. to the one word jee

ILLS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
SPECIFIC		
		(2) Apply information gained from various reading interests and sources to form question which arouse curiosity. Example: How Did These Names Come Into Use? Daisy Jeep Did you ever know how daisies got their name? Every morning they open their petals and at night they close them. A long time ago, someone thought that they acted like eyes, so he called them day's eyes. Other people thought the name was so good that they called them day's eyes, too. As time went on, the name was changed to daisies because that word was easier to say. You have probably seen many jeeps, but have you ever wondered why they are called jeeps? During the Second World War, the U. S. Army asked automobile makers to build a car which could be driven over rough country and be used as a general purpose car. That is, it could be used for many purposes. The car, when it was built, was called a G. P., which is short for general purpose. You can see how easily the name G. P. could be shortened to the one word jeep.

INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVEL
GENERAL	SPECIFIC		
			(3) Have the cla simple riddl use of a spe Example: When is ajar.)
		i. Making generalizations	(1) Have the pup to figure ou from the con the followin Name th meaning fo by using t dejecte a. dum b. sad c. puz
			(2) Present the the class: Boxing Boxing Is figh Have the cla generalizati

INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

LLS PECIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
		(3) Have the class originate questions which are simple riddles that require in the answer the use of a special key word. Example: When is a door not a door? (When it is ajar.)
	i. Making generalizations	(1) Have the pupils examine a reading selection to figure out the meaning of words or terms from the context. Prepare an exercise like the following to go with the story: Name the following words and the meaning for each that you figured out by using the context of the story: dejected: a. dumb b. sad c. puzzled depleted: a. used up b. no good c. lost renovate: a. tear down b. make like new c. change
		(2) Present the following false generalization to the class: Boxing is a sport. Boxing is a form of fighting. Is fighting a sport? Have the class form similar ones or true generalizations.

INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL AC
GENERAL	SPECIFIC		
		j. Interpreting facts and feelings	(1) Increase interpret pupils to list des acters and to giv (2) Write a paragraph pupils to tell ho felt.
		k. Predicting outcomes	(1) Have the pupils re paragraphs or stor (2) Have the pupils re find specific part the outcome. (3) Let the pupils rea try to predict th
		l. Forming associations	-- Help the pupils to of various parts o the author gives c
		m. Reading creatively	(1) Select unusual exp and ask the pupil (2) Have the pupils fi sions in a select expressions. (3) Have the pupils wr based on topics si class.
		n. Forming sensory images	-- Have the pupils br to show to the cla how his item was

INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

ILLS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
SPECIFIC		
	j. Interpreting facts and feelings	(1) Increase interpretative ability by asking pupils to list descriptive or action of characters and to give the mood.
		(2) Write a paragraph on the chalkboard. Ask the pupils to tell how each person in the paragraph felt.
	k. Predicting outcomes	(1) Have the pupils read a series of different paragraphs or stories and give titles for them.
		(2) Have the pupils reread a story carefully to find specific parts that helped them predict the outcome.
		(3) Let the pupils read part of a story. Then try to predict the outcome.
	l. Forming associations	-- Help the pupils to gain the implied meanings of various parts of a story by noting the way the author gives certain impressions.
	m. Reading creatively	(1) Select unusual expressions found in a story and ask the pupils to explain them.
		(2) Have the pupils find and list unusual expressions in a selection and paraphrase the expressions.
		(3) Have the pupils write original stories or poems based on topics similar to those studied in class.
	n. Forming sensory images	-- Have the pupils bring to school unusual objects to show to the class. Let each pupil explain how his item was obtained and how it is used.

INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTA
GENERAL	SPECIFIC		
		o. Interpreting puzzles	-- Make up a simp answers on ano attempt to fil at the answer
		p. Perceiving analogies	-- Explain analog trate analogie Example: The the
		q. Distinguishing between fact and opinion	(1) Prepare senten stating opinio
			(2) Have pupils wr state facts an
			(3) Have the class which is fact these paragrap
			(4) Have the pupil information an and opinion.
		r. Interpreting author's meaning	(1) Have the pupil that carry out
			(2) Have the pupil the author and stories the au
			(3) Help the class
		s. Visualizing characters, action, and setting of story	(1) Direct the pup the main chara the descriptiv

INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

LS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
PECIFIC		
	o. Interpreting puzzles	-- Make up a simple crossword puzzle. Put the answers on another paper and tell the pupils to attempt to fill all the blanks before they look at the answer sheet.
	p. Perceiving analogies	-- Explain analogies to the pupils. Have them illustrate analogies taken from reading selections. Example: The clouds are birds that nest among the stars.
	q. Distinguishing between fact and opinion	(1) Prepare sentences stating facts and others stating opinions. Discuss them with the pupils.
		(2) Have pupils write examples of sentences that state facts and of others that state opinions.
		(3) Have the class read two paragraphs - one of which is fact and the other, opinion. Discuss these paragraphs with the class.
		(4) Have the pupils find newspaper articles giving information and editorials giving information and opinion.
	r. Interpreting author's meaning	(1) Have the pupils write the parts of the story that carry out the idea in the title.
		(2) Have the pupils read about the background of the author and how it determines the type of stories the author writes.
		(3) Help the class find the climax of a story.
	s. Visualizing characters, action, and setting of story	(1) Direct the pupils to draw a picture showing the main characters and setting according to the descriptive words given by the author.

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENT
GENERAL	SPECIFIC		
			(2) Have the pupils ma likes of the chara
			(3) Read to the class country in which t the pupils discuss
		t. Interpreting poetry	-- Have pupils close a poem. Have pupi could see as poem
		u. Interpreting feelings of characters	-- Have the pupils te characters in a st
		v. Interpreting author's purpose	-- Have pupils read p what they think th pupils write what purpose was.
		w. Perceiving relationship between ideas, between pictures and written description	(1) Call attention to and have pupils co (2) Show pictures and or sentences. (3) Read selections an to illustrate.
C. Word Perception	1. Word Meaning Clues	a. Forming associations	-- Prepare simple ri them and write ri the following: We are giant woody trunks We are green. What are we?

LS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
ECIFIC		
		(2) Have the pupils make a list of likes and dislikes of the characters in the story. (3) Read to the class a description of the area or country in which the story takes place. Have the pupils discuss the background.
	t. Interpreting poetry	-- Have pupils close their eyes as teacher reads a poem. Have pupils describe pictures they could see as poem was read.
	u. Interpreting feelings of characters	-- Have the pupils tell how they think certain characters in a story felt.
	v. Interpreting author's purpose	-- Have pupils read poem. Let pupils discuss what they think the author had in mind. Have pupils write what they think the author's purpose was.
	w. Perceiving relationship between ideas, between pictures and written description	(1) Call attention to previous poems or selections and have pupils compare ideas. (2) Show pictures and have pupils read the phrases or sentences. (3) Read selections and have pupils draw pictures to illustrate.
rd Meaning ies	a. Forming associations	-- Prepare simple riddles. Have the pupils answer them and write riddles of their own similar to the following: We are giant plants. Our stems are woody trunks. What are we? (trees) We are green. We grow on plants. What are we? (leaves)

INTERMEDIATE DEVELOPMENTAL ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELO
GENERAL	SPECIFIC		
		b. Forming sensory images	-- Direct pupils that tell how
		c. Understanding new words and new concepts	-- Introduce new pictures and broaden conce side the clas
		d. Understanding shifts in meanings of words	-- Prepare exerc Direct pupils explains the The boat pl --The boat the water --The boat harbor. --The boat was a plo
		e. Anticipating meanings	-- Have pupils r them to writ might happen
		f. Extending word meanings--antonyms, homographs, and words with several meanings	-- Write a list Direct pupil antonyms in antonyms and
		g. Interpreting meanings from phrase and sentence meanings	-- Select phras Direct pupil them.
		h. Drawing meaning from context clues	-- Prepare a pa to be taught words under select the c

IFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
	b. Forming sensory images	-- Direct pupils to select phrases from the story that tell how each character felt.
	c. Understanding new words and new concepts	-- Introduce new words and new concepts by using pictures and experience charts. Continue to broaden concepts by research inside and outside the classroom.
	d. Understanding shifts in meanings of words	-- Prepare exercises similar to the example below. Direct pupils to select the sentence that best explains the underlined statement. The boat plowed its way up the harbor. --The boat looked as if it were plowing the water as it went up the harbor. --The boat plowed up the bottom of the harbor. --The boat sailed up the harbor and there was a plow on it.
	e. Anticipating meanings	-- Have pupils read part of a story and direct them to write five sentences telling what might happen next.
	f. Extending word meanings--antonyms, homographs, and words with several meanings	-- Write a list of antonyms on the chalkboard. Direct pupils to use one of each pair of antonyms in a sentence, then substitute antonyms and notice the change in meaning.
	g. Interpreting meanings from phrase and sentence meanings	-- Select phrases and sentences from a story. Direct pupils to draw pictures to illustrate them.
	h. Drawing meaning from context clues	-- Prepare a paragraph containing the new words to be taught. List the meanings of the new words under the paragraph. Ask pupils to select the correct meaning for each word.

INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMEN
GENERAL	SPECIFIC		
		i. Extending word meanings using synonyms and homonyms	-- Have pupils keep synonyms in their to the list as nev the words and thei frequently.
		j. Interpreting idioms and unusual language	-- Have pupils read effort to determin by the writer. H best explains the The bang of t splitting hea A bad p A crack
		k. Extending word meanings using contrasts and comparisons, descriptive words and phrases as well as parts of speech	-- Write sentences o pupils to make the descriptive words
		l. Using punctuation as a guide to meaning such as commas, semi-colons, exclamation marks, and quotation marks	(1) Introduce each ma examples of how t (2) Prepare sentences marks being studi the sentences and as sentences are
		m. Using the dictionary to determine word meanings	-- Direct pupils to (a) Locate a wor definition g (b) Select the o context. (c) List the wor (d) Use it from and convers (e) Make sentenc

IFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
	i. Extending word meanings using synonyms and homonyms	-- Have pupils keep a list of homonyms and synonyms in their vocabulary notebook and add to the list as new words are studied. Review the words and their meanings with pupils frequently.
	j. Interpreting idioms and unusual language	-- Have pupils read sentences carefully in an effort to determine the meaning to be conveyed by the writer. Have pupils decide which phrase best explains the underlined words. Example: The bang of the big gun gave Sally a splitting headache. A bad pain in her head A crack on the head
	k. Extending word meanings using contrasts and comparisons, descriptive words and phrases as well as parts of speech	-- Write sentences on the chalkboard and direct pupils to make them more meaningful by adding descriptive words.
	l. Using punctuation as a guide to meaning such as commas, semi-colons, exclamation marks, and quotation marks	(1) Introduce each mark of punctuation and give examples of how to interpret each. (2) Prepare sentences containing the punctuation marks being studied. Direct pupils to study the sentences and then to write them correctly as sentences are dictated.
	m. Using the dictionary to determine word meanings	-- Direct pupils to (a) Locate a word in dictionary, read each definition given. (b) Select the one best suited to the context. (c) List the word in the card file. (d) Use it from time to time in sentences and conversations. (e) Make sentences with each meaning.

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTA
GENERAL	SPECIFIC		
		n. Observing accent marks as they affect meanings	-- Prepare sentences sh same way but with d accents. Example: My Christmas pr My mother will
	2. Context Clues	a. Using experience clues to recognize words and derive word meanings	-- Relate new words to during the readines to read the story t
		b. Developing sentence sense	-- Write sentences and chalkboard. Have t sentences.
		c. Acquiring a knowledge of the uses of end punctuation such as periods and questions	(1) Have pupils read an sentences. Have the (2) Have pupils write s correct marks of pun
		d. Acquiring a feeling for paragraph unity	(1) Have pupils read a unrelated sentence them identify the s belong. (2) Have pupils prepare class to practice i sentences in a para
		e. Interpreting the relationship between illustrations and the printed word	-- Have pupils locate which tell about th story. Have them m descriptive words, words.
		f. Identifying words and their general meanings by inferences and generalizations	-- Let pupils study a such questions as: (a) What wor think of (b) What wor butterfl

FIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
	n. Observing accent marks as they affect meanings	-- Prepare sentences showing words spelled the same way but with different meanings and accents. Example: My Christmas present is a pony. My mother will present it to me.
xt	a. Using experience clues to recognize words and derive word meanings	-- Relate new words to the pupils' experiences during the readiness period. Direct the pupils to read the story thoughtfully.
	b. Developing sentence sense	-- Write sentences and parts of sentences on the chalkboard. Have the pupils identify the sentences.
	c. Acquiring a knowledge of the uses of end punctuation such as periods and questions	(1) Have pupils read and identify unpunctuated sentences. Have them fill in correct punctuation. (2) Have pupils write sentences of their own using correct marks of punctuation.
	d. Acquiring a feeling for paragraph unity	(1) Have pupils read a paragraph into which an unrelated sentence has been inserted. Have them identify the sentence which does not belong. (2) Have pupils prepare similar paragraphs for the class to practice identifying unrelated sentences in a paragraph.
	e. Interpreting the relationship between illustrations and the printed word	-- Have pupils locate sentences or paragraphs which tell about the illustrations in the story. Have them make lists of words such as descriptive words, exciting words, and action words.
	f. Identifying words and their general meanings by inferences and generalizations	-- Let pupils study a rhyme and have them answer such questions as: (a) What word in the rhyme makes you think of the crooked man? (zigzag) (b) What word in the rhyme tells how a butterfly flies? (flutters)

INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMEN
GENERAL	SPECIFIC		
		g. Learning that a given word may be used in more than one sense, depending upon the other words in the sentence, paragraph, or selection	-- Teach one word ca Have pupils read similar to the fo Check the sente wheel is used i in the rhyme. (a) I rid (b) Whee (c) The w
		h. Using typographical aids to meaning	-- Prepare pairs of words but differe ferences in mean
		i. Using structural aids such as interpolated phrases and clauses set off with commas or dashes	-- Select from a sto interpolated phra clarify meaning.
		j. Interpreting synonyms and antonyms	-- Have the pupils synonyms for one for another list
		k. Analyzing roots, prefixes, and suffixes	-- Teach prefix re pupils make new each word below new word. turn - retur build - ___ Prepare similar fixes, and suffi
		l. Interpreting idioms and unusual language	-- Explain usage of pupils use them

LS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
CIFIC		
	g. Learning that a given word may be used in more than one sense, depending upon the other words in the sentence, paragraph, or selection	-- Teach one word can have several meanings. Have pupils read a rhyme. Prepare exercises similar to the following: Check the sentence below in which the word wheel is used in the same way as it is used in the rhyme. (a) I ride a wheel. (b) Wheel a wagon over here. (c) The wagon wheel rolls along.
	h. Using typographical aids to meaning	-- Prepare pairs of sentences using the same words but different punctuation to show differences in meaning when punctuation is changed.
	i. Using structural aids such as interpolated phrases and clauses set off with commas or dashes	-- Select from a story sentences that show how interpolated phrases and clauses are used to clarify meaning.
	j. Interpreting synonyms and antonyms	-- Have the pupils read a rhyme and from it select synonyms for one list of words and antonyms for another list of words.
	k. Analyzing roots, prefixes, and suffixes	-- Teach prefix re means again or back. Have pupils make new words by putting re before each word below and make sentences using each new word. turn - return join - ______ build - ______ plant - ______ Prepare similar exercises for other roots, prefixes, and suffixes.
	l. Interpreting idioms and unusual language	-- Explain usage of thou, thy, and thee. Have pupils use them in sentences.

INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPM
GENERAL	SPECIFIC		
		m. Identifying and interpreting metaphors and similes	-- Teach the meanin Make a list of pupils to identi to use in senten
	3. Configuration Clues	a. Analyzing general shape, length, height, and vertical characteristics of words	-- Prepare a list capital letters word using smal
		b. Observing titles and context words	-- Have pupils wri various meaning stock.
		c. Observing the same words printed in large and small type; in same size type	-- Write on the ch capital letters with small lett words.
		d. Identifying correct word in a sentence, in isolation	-- Have pupils sel pared sentences example: His (aim,
		e. Identifying and matching by superimposition	-- Have pupils rea of the difficul each pupil cut on the same wor
	4. Picture Clues	a. Learning to use the interest values in pictures and illustrations	-- Have the pupils (a) Tell the picture a (b) Study a p to happen (c) Tell what picture.

INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

LS ECIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
	m. Identifying and interpreting metaphors and similes	-- Teach the meanings of metaphors and of similes. Make a list of metaphors and similes for pupils to identify. Let pupils make up some to use in sentences.
figu- tion es	a. Analyzing general shape, length, height, and vertical characteristics of words	-- Prepare a list of known words written with capital letters. Have the pupils write each word using small letters.
	b. Observing titles and context words	-- Have pupils write sentences to illustrate the various meanings of such words as saw, can, and stock.
	c. Observing the same words printed in large and small type; in same size type	-- Write on the chalkboard words beginning with capital letters and the same words beginning with small letters. Have the pupils pair the words.
	d. Identifying correct word in a sentence, in isolation	-- Have pupils select the correct words in prepared sentences similar to the following example: His (aim, am, arm) is very straight.
	e. Identifying and matching by superimposition	-- Have pupils read a selection. Prepare lists of the difficult words in the selection. Have each pupil cut his list apart and lay each word on the same word as it is written in the story.
cture es	a. Learning to use the interest values in pictures and illustrations	-- Have the pupils: (a) Tell the most outstanding feature of a picture and tell why they chose it. (b) Study a picture and predict what is going to happen. (c) Tell what feelings they get from a picture.

INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPME
GENERAL	SPECIFIC		
		b. Using the pictures and the illustrations to clarify and enrich new concepts and new words	-- Write a sentence tha word and select a pi meaning of the word t
		c. Using the action in the pictures and illustrations to aid in interpreting the action of the verbal text	-- Have pupils list as m can from a picture a them dramatize the a
	5. Phonetic Analysis	a. Developing auditory discrimination of initial and final consonants	(1) Present several word or ending consonant fully. Have pupils or ending sound. (2) Pronounce several wo same consonant. Inc which has a differen pupils duplicate the consonant heard most name the word which sound.
		b. Using words that rhyme	(1) Read several short p out the words which have pupils tell whi (2) Point out words that commercials. (3) Read all of a short Let pupils supply a missing one. Try h line.

INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

IFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
	b. Using the pictures and the illustrations to clarify and enrich new concepts and new words	-- Write a sentence that contains a new use of a word and select a picture which shows a familiar meaning of the word to enrich the meaning.
	c. Using the action in the pictures and illustrations to aid in interpreting the action of the verbal text	-- Have pupils list as many action words as they can from a picture and then study the words. Have them dramatize the action words for interpretation.
etic ysis	a. Developing auditory discrimination of initial and final consonants	(1) Present several words having the same initial or ending consonant while pupils listen carefully. Have pupils duplicate the beginning or ending sound. (2) Pronounce several words beginning with the same consonant. Include in the group one word which has a different beginning sound. Have pupils duplicate the sound of the beginning consonant heard most frequently, and let them name the word which had a different beginning sound.
	b. Using words that rhyme	(1) Read several short poems to the class and point out the words which rhyme. Read more poems and have pupils tell which words rhyme. (2) Point out words that rhyme in popular television commercials. (3) Read all of a short poem except the last word. Let pupils supply an appropriate word for the missing one. Try having them supply the entire line.

INTERMEDIATE DEVELOPMENTAL READING ACTIVITI

BASIC READING SKILLS		RELATED SKILLS	D
GENERAL	SPECIFIC		
			(4) Prepare and which rhyme, which does n word which d
		c. Understanding and using initial consonants such as b, c, d, g, l, m, r, y, f, h, j, n, p, s, t, w	(1) Ask pupils t words beginn Elicit the s other words Try to make lips and ton
			(2) Pronounce a the letter t the initial
		d. Understanding and using final consonants such as d, t, l, m, n	(1) Pronounce se consonant sc ending sound for that par other words sound.
			(2) Prepare a li board. Have special atte have pupils the new word and meaning. plant hands think
		e. Understanding and using initial consonant digraphs such as ch, sh, th, wh	(1) Pronounce wo consonant di words beginn words on the digraphs.

INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

S	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
CIFIC		
		(4) Prepare and read lists of four or five words which rhyme, but include one word in each list which does not rhyme. Let pupils identify the word which does not rhyme.
	c. Understanding and using initial consonants such as b, c, d, g, l, m, r, y, f, h, j, n, p, s, t, w	(1) Ask pupils to listen to the pronunciation of words beginning with the same consonant sound. Elicit the sound from pupils and have them name other words which begin with the same sound. Try to make pupils conscious of the way their lips and tongues feel as they make the sound.
		(2) Pronounce a group of words. Have pupils write the letter they believe to be responsible for the initial sounds heard in the words pronounced.
	d. Understanding and using final consonants such as d, t, l, m, n	(1) Pronounce several words ending with the same consonant sound. Have pupils duplicate the ending sound and name the letter responsible for that particular sound. Ask students to name other words having the same final consonant sound.
		(2) Prepare a list of appropriate words on the chalkboard. Have pupils pronounce the words. Call special attention to the final consonants; then have pupils omit the last letter and pronounce the new words. Note changes in pronunciation and meaning. Use such words as: plant tent and mend hands paint farm weeks think homes ward kittens
	e. Understanding and using initial consonant digraphs such as ch, sh, th, wh	(1) Pronounce words beginning with a particular consonant digraph. Have pupils suggest other words beginning with the same sound. List the words on the chalkboard and underline the digraphs.

INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTA
GENERAL	SPECIFIC		
			(2) Make up riddles to ask t should be words beginnin digraphs. Example: I am a building. the first day of ea I? (a church)
		f. Understanding and using initial consonant blends such as br, dr, fr, gr, tr, bl, cl, fl, gl, pl	(1) Review orally the vario pupils draw pictures of with the blends which g culty. (2) Prepare a group of sente the sentences and write most of the words in ea
		g. Understanding and using final consonant blends such as ld, nd, nt, st	(1) Pronounce several words consonant blend. Have words and list the sugg board. Underline the f (2) Mimeograph pictures of with final consonant bl picture pupils can writ blend heard when the na pronounced. The specif studied should be in pl a part of the heading o
		h. Understanding and using initial consonant blends such as cl, cr, st, tw, wr	-- Use activities similar c, e, or f.
		i. Understanding and using variable vowel sounds such as oo	-- Review the sounds of va examples. Then prepare words which contain oo vowels). Have the pupi

IC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
		(2) Make up riddles to ask the class. The answers should be words beginning with consonant digraphs. Example: I am a building. You come to me on the first day of each week. What am I? (a church)
	f. Understanding and using initial consonant blends such as br, dr, fr, gr, tr, bl, cl, fl, gl, pl	(1) Review orally the various consonant blends. Have pupils draw pictures of objects whose names begin with the blends which give them the most difficulty. (2) Prepare a group of sentences. Have pupils read the sentences and write the blend with which most of the words in each sentence begin.
	g. Understanding and using final consonant blends such as ld, nd, nt, st	(1) Pronounce several words having the same final consonant blend. Have pupils suggest additional words and list the suggested words on the chalkboard. Underline the final consonant blend. (2) Mimeograph pictures of objects whose names end with final consonant blends. Beneath each picture pupils can write the final consonant blend heard when the name of the picture is pronounced. The specific final blends being studied should be in plain sight, perhaps as a part of the heading on the paper.
	h. Understanding and using initial consonant blends such as cl, cr, st, tw, wr	-- Use activities similar to those listed under c, e, or f.
	i. Understanding and using variable vowel sounds such as oo	-- Review the sounds of variable vowels and give examples. Then prepare a list of familiar words which contain oo (or other variable vowels). Have the pupils mark the words with

BASIC READING SKILLS		RELATED SKILLS	DEVELOPME
GENERAL	SPECIFIC		
			a breve or macron to nunciation. Use suc look moon room spoo loom took school tool
		j. Understanding and using vowel digraphs such as ai, ea, ei	-- Write sentences whic words containing vow to complete the sent
		k. Understanding and using the long and short a, e, i, o, u, vowel sounds	-- Prepare an appropria pupils circle words sounds and underline vowel sounds.
		l. Understanding and using vowel digraphs such as oa, au, aw, ou	-- Use activities simil
		m. Understanding and using vowel diphthongs such as oy, ow, oi, ou, ew	(1) Present the sounds m the vowel diphthongs pupils to name other diphthongs. (2) List, in one column, diphthongs. List de another column. Hav the words to their c
		n. Understanding and using variable vowel sounds such as:	(1) Present the sounds t followed by r and gi to give other exampl
		(1) a, e, i, o, and u followed by r	(2) Give examples of wor by w, y, and l. Mak

S	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
CIFIC		
		a breve or macron to indicate the proper pronunciation. Use such words as: look moon broom spool room spoon loon book loom took cook shook school tool soon hook
	j. Understanding and using vowel digraphs such as ai, ea, ei	-- Write sentences which can be completed with words containing vowel digraphs. Direct pupils to complete the sentences.
	k. Understanding and using the long and short a, e, i, o, u, vowel sounds	-- Prepare an appropriate list of words and have pupils circle words that contain long vowel sounds and underline those which contain short vowel sounds.
	l. Understanding and using vowel digraphs such as oa, au, aw, ou	-- Use activities similar to those listed under j.
	m. Understanding and using vowel diphthongs such as oy, ow, oi, ou, ew	(1) Present the sounds most often represented by the vowel diphthongs and give examples. Ask pupils to name other words containing these diphthongs. (2) List, in one column, words containing vowel diphthongs. List definitions of the words in another column. Have pupils draw lines from the words to their definitions.
	n. Understanding and using variable vowel sounds such as: (1) a, e, i, o, and u followed by r	(1) Present the sounds that vowels have when followed by r and give examples. Allow pupils to give other examples. (2) Give examples of words in which a is followed by w, y, and l. Make pupils aware of this

INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMEN
GENERAL	SPECIFIC		
		(2) a followed by w, v, and l (3) Long and short oo	deviation from sounds Let the pupils name o followed by these let
		o. Understanding and using variable consonant sounds such as: (1) Hard and soft c (2) Hard and soft g	(1) Present rules concern c and g. Prepare a l hard and soft c or g. in pronunciation of t (2) Have pupils make a ch objects whose names b provide for applicati
		p. Understanding and using vowel principles such as: (1) Long vowel in final e words (2) Long vowel at end of a word or syllable (3) Two vowels of a word are together, the first vowel is usually short	(1) Present vowel princip of their application. the chalkboard and ob the rules in pronoun standing and using lo use such words as: came rope nose game mile smoke (2) Place a list of word pupils pronounce the and note how the vow long. Use such word rob kit tot hop plan cub mop mad
		r. Perceiving that the final y in words of more than one syllable is usually short	(1) Present the rule to priate examples. As many words as they c the words on the cha examine the words an

LLS PECIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
	(2) a followed by w, y, and l (3) Long and short oo	deviation from sounds usually represented by a. Let the pupils name other words in which a is followed by these letters.
	o. Understanding and using variable consonant sounds such as: (1) Hard and soft c (2) Hard and soft g	(1) Present rules concerning the application of soft c and g. Prepare a list of words containing both hard and soft c or g. Have pupils apply rules in pronunciation of the words.
		(2) Have pupils make a chart containing pictures of objects whose names begin with soft c or g to provide for application of rules learned.
	p. Understanding and using vowel principles such as: (1) Long vowel in final e words (2) Long vowel at end of a word or syllable (3) Two vowels of a word are together, the first vowel is usually short	(1) Present vowel principles and give pupils examples of their application. Write a list of words on the chalkboard and observe pupil application of the rules in pronouncing the words. For understanding and using long vowels in final e words, use such words as: came rope cake use nose game like cube mile smoke five mule
		(2) Place a list of words on the chalkboard. Have pupils pronounce the words, add an e to the words, and note how the vowel changes from short to long. Use such words as: rob kit bit hat tot hop can not plan cub mat cap mop mad her fat
	r. Perceiving that the final y in words of more than one syllable is usually short	(1) Present the rule to the class and give appropriate examples. Ask the class to name as many words as they can which end with y. Write the words on the chalkboard and let the class examine the words and see how the rule applies

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMEN
GENERAL	SPECIFIC		
			to the words listed.
			(2) Prepare lists containi Ask pupils to circle w short. Use such word ivy lady sky play my ready try enemy pony entry gray angry
	6. Structural Analysis	a. Observing inflectional endings such as: (1) Nouns ending with s (2) Verbs ending with s	-- Have pupils add s to f will mean more than o
		b. Using inflectional endings with such variants as s, ed, ing	-- Prepare a list of ver ed, and ing to each o of the verbs in sente these endings change
		c. Perceiving possessives with 's endings	-- Have pupils rewrite s sives with 's endings the same but 's is n
		d. Perceiving compound words made up of two familiar words	(1) Prepare an appropria Have pupils identify been combined and not changes the meaning c
			(2) Prepare two columns o put a word from the s in the first column t

LS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
ECIFIC		
		to the words listed. (2) Prepare lists containing words ending with y. Ask pupils to circle words in which the y is short. Use such words as: ivy lady ivory sky play gypsy my ready story try enemy mystery pony entry recently gray angry expertly
ructural alysis	a. Observing inflectional endings such as: (1) Nouns ending with s (2) Verbs ending with s	-- Have pupils add s to familiar nouns so they will mean more than one in number.
	b. Using inflectional endings with such variants as s, ed, ing	-- Prepare a list of verbs. Ask pupils to add s, ed, and ing to each one and use the three forms of the verbs in sentences. Discuss how adding these endings changes the usage of the words.
	c. Perceiving possessives with 's endings	-- Have pupils rewrite sentences containing possessives with 's endings so that meaning remains the same but 's is not needed.
	d. Perceiving compound words made up of two familiar words	(1) Prepare an appropriate list of compound words. Have pupils identify the two words which have been combined and note how the combination changes the meaning of both words. (2) Prepare two columns of words. Have pupils put a word from the second column with a word in the first column to make a compound word.

BASIC READING SKILLS		RELATED SKILLS	DEVELOP
GENERAL	SPECIFIC		
		e. Using contractions such as aren't, doesn't, won't, we'll, it's, can't, let's, he's	-- Explain that contra use in our language represents a lette omitted. Give exam
		f. Understanding comparatives such as smaller-bigger, faster-slower	(1) Have pupils add er jectives and use th out the difference result. (2) Collect objects wh used for compariso used when two objec est is used when th compared.
		g. Using inflectional endings with such variants as: (1) Verbs which double the final letter before ed, ing	(1) Quote the rule whic letter in a word be examples. Have pup selected group of w learned. Include which this rule doe hension of the rul
		(2) Verbs which drop the final e before endings	(2) Explain that verbs the e before addin Have pupils sugges nature. Compile a
		h. Estimating (by hearing and seeing) number of syllables in a word	(1) Pronounce words fo tell the number of observing lip and various individual class.

INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

KILLS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
SPECIFIC		
	e. Using contractions such as aren't, doesn't, won't, we'll, it's, can't, let's, he's	-- Explain that contractions are "short cuts" we use in our language and show that the apostrophe represents a letter or letters that have been omitted. Give examples of common contractions.
	f. Understanding comparatives such as smaller-bigger, faster-slower	(1) Have pupils add er and est to familiar adjectives and use the words in sentences. Point out the differences in meaning and usage which result.
		(2) Collect objects which can be displayed and used for comparison. Point out that er is used when two objects are compared and that est is used when three or more objects are compared.
	g. Using inflectional endings with such variants as: (1) Verbs which double the final letter before ed, ing	(1) Quote the rule which concerns doubling the final letter in a word before adding ed or ing. Give examples. Have pupils add these endings to a selected group of words to apply the rule learned. Include in the list some words to which this rule does not apply to test comprehension of the rule.
	(2) Verbs which drop the final e before endings	(2) Explain that verbs ending with e often drop the e before adding endings. Give examples. Have pupils suggest other verbs of this nature. Compile a list on the chalkboard.
	h. Estimating (by hearing and seeing) number of syllables in a word	(1) Pronounce words for the class and have pupils tell the number of syllables by listening and observing lip and tongue movements. Have various individuals pronounce a word for the class.

INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPME
GENERAL	SPECIFIC		
			(2) Let pupils estimate t list of words by coun saying the words to t
		i. Using inflectional endings by: (1) Changing f to v and adding es (2) Dropping final e before adding ed, er, ing	-- Present principles t examples. Have them adding endings to su new words in sentence
		j. Knowing such prefixes as un, re, dis, in, pre, ex, mis	(1) Discuss common prefi Give examples of comm pupils name words th prefixes. Note how m ings of words. (2) Prepare a list of wor prefixes. Have pupi words by using the me Examples: Refill--f Preview--
		k. Knowing such suffixes as er, ed, ing, y, ly, less, ful, ness, ment	(1) Discuss common suffi Give examples and ha they know ending wit how suffixes change words. (2) Prepare a list of wo suffixes. Have pupi the words by using t Examples: Delightfu Friendles Sadly--in

KILLS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
SPECIFIC		
		(2) Let pupils estimate the number of syllables in a list of words by counting the vowel sounds and saying the words to themselves.
	i. Using inflectional endings by: (1) Changing f to v and adding es (2) Dropping final e before adding ed, er, ing	-- Present principles to pupils accompanied by examples. Have them apply the principles in adding endings to suitable words and use the new words in sentences.
	j. Knowing such prefixes as un, re, dis, in, pre, ex, mis	(1) Discuss common prefixes and their meanings. Give examples of common prefixes and have pupils name words they know beginning with prefixes. Note how prefixes change the meanings of words. (2) Prepare a list of words beginning with common prefixes. Have pupils give definitions of the words by using the meanings of the prefixes. Examples: Refill--fill again Preview--view ahead of time
	k. Knowing such suffixes as er, ed, ing, y, ly, less, ful, ness, ment	(1) Discuss common suffixes and their meanings. Give examples and have pupils name words they know ending with common suffixes. Note how suffixes change the meaning of the root words. (2) Prepare a list of words ending with common suffixes. Have pupils give definitions of the words by using the meanings of the suffixes. Examples: Delightful--full of delight Friendless--without friends Sadly--in a sad way

INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL
GENERAL	SPECIFIC		
			Prepare suffix wheels.
		l. Understanding and using root words	-- Explain or review the ter strate the identificatio pupils identify and write an appropriate list of wo Examples: wonderful - w friendly - i western - w replied - r government - g
		m. Understanding the use of diacritical marks and accent marks	(1) Prepare a list of words them divide the words in accent in where it is he (2) Have a list of familiar into syllables. Have pu and indicate on which sy placed. (3) Print a word on the chal into syllables. Place t proper place. Ask an in the word. Change the lo mark and have various pu Note the various results by changing the location
	7. Dictionary Usage	a. Arranging words in alphabetical order using meaningful situations (first step in dictionary readiness)	(1) Pretend you wish to call to invite them to attend pupils if Mrs. Brown's p before or after Mrs. Bri directory. Ask similar names of other parents o

FIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
		Prepare suffix wheels.
	l. Understanding and using root words	-- Explain or review the term root word and demonstrate the identification of a root word. Have pupils identify and write the root words from an appropriate list of words. Examples: wonderful - wonder friendly - friend western - west replied - reply government - govern
	m. Understanding the use of diacritical marks and accent marks	(1) Prepare a list of words familiar to pupils. Have them divide the words into syllables and put the accent in where it is heard. (2) Have a list of familiar words already divided into syllables. Have pupils pronounce the words and indicate on which syllable the accent is placed. (3) Print a word on the chalkboard and divide it into syllables. Place the accent mark in the proper place. Ask an individual to pronounce the word. Change the location of the accent mark and have various pupils pronounce the word. Note the various results which may be obtained by changing the location of the accent mark.
ionary e	a. Arranging words in alphabetical order using meaningful situations (first step in dictionary readiness)	(1) Pretend you wish to call parents of the pupils to invite them to attend a meeting. Ask the pupils if Mrs. Brown's phone number would come before or after Mrs. Bridges' in the telephone directory. Ask similar questions about the names of other parents of students in the class.

INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPM
GENERAL	SPECIFIC		
			(2) Ask pupils which wor the dictionary--trav of words to ask sim
		b. Using thumb index, guide words, pronunciation key	(1) Ask students to tel which words beginnin are first listed. (2) Use a dictionary wit the book to a certa estimate what lette words on the page. (3) Have the pupils prac to a section where particular letter.
		c. Using the dictionary to pronounce, to spell, and to locate meanings of words	-- Keep a list of the w difficulty. Have pu to spell, pronounce
D. Study Skills	1. Organization Skills	a. Interpreting simple charts and maps	-- Have pupils make "st story, have them de Let the pupils find map and mark it wit some part of the st routes from the pla set to Gary.
		b. Observing the sequence of ideas in a story	-- Write on the chalkb happened in the sto in the right order. did not happen in t read the story by se

CIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
		(2) Ask pupils which word would be listed first in the dictionary--travel or verse. Use other pairs of words to ask similar questions.
	b. Using thumb index, guide words, pronunciation key	(1) Ask students to tell the number of the page on which words beginning with a particular letter are first listed. (2) Use a dictionary without a thumb index and open the book to a certain page. Ask pupils to estimate what letter of the alphabet begins the words on the page. (3) Have the pupils practice opening dictionaries to a section where the words begin with a particular letter.
	c. Using the dictionary to pronounce, to spell, and to locate meanings of words	-- Keep a list of the words which give pupils difficulty. Have pupils use the dictionary to spell, pronounce, and define these words.
ganization lls	a. Interpreting simple charts and maps	-- Have pupils make "story maps." After reading story, have them decide where it took place. Let the pupils find the place on a large world map and mark it with a picture illustrative of some part of the story. Have them trace the routes from the places where the stories are set to Gary.
	b. Observing the sequence of ideas in a story	-- Write on the chalkboard a list of events that happened in the story. Do not write the events in the right order. Include several events that did not happen in the story. Have the pupils read the story by sections. After each section

INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS		DEVELOPMENTAL
GENERAL	SPECIFIC			
				is read, have them find with it and write it on
		c. Learning to classify ideas	(1)	Write a list of topics pupils read four or five paragraphs and choose th best what each paragraph
			(2)	Have the pupils select story and find in the se that prove the statement opportunity to discuss each statement. Direct they can see the relatio to the entire selection.
			(3)	Have the pupils select topics of current intere find as much informatio make a brief, interestin opportunity to make illu giving their reports.
		d. Using titling as a means of organization	--	Divide a story into sect to write a headline or the story as it is read story as a whole.
		e. Recording information in the form of a language experience chart or class-dictated composition	--	Make a list of the name Have the pupils select write everything that ha story. Write several chalkboard as pupil dic pupils and encourage th for improving the accou on the chalkboard.

IC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
		is read, have them find the event that goes with it and write it on their papers.
	c. Learning to classify ideas	(1) Write a list of topics on the chalkboard. Have pupils read four or five previously selected paragraphs and choose the topic which tells best what each paragraph is about. (2) Have the pupils select statements from a factual story and find in the selection several facts that prove the statements true. Give the pupils opportunity to discuss the proof they found for each statement. Direct the discussion so that they can see the relationship of each statement to the entire selection. (3) Have the pupils select and plan reports of topics of current interest. Encourage them to find as much information as possible; then to make a brief, interesting report. Give them opportunity to make illustrations to use in giving their reports.
	d. Using titling as a means of organization	-- Divide a story into sections. Ask the pupils to write a headline or title for each section of the story as it is read and also a title for the story as a whole.
	e. Recording information in the form of a language experience chart or class-dictated composition	-- Make a list of the names of people in a story. Have the pupils select one of the characters and write everything that happened to him in the story. Write several of these accounts on the chalkboard as pupil dictates. Evaluate with pupils and encourage them in making suggestions for improving the account. Make all corrections on the chalkboard.

BASIC READING SKILLS		RELATED SKILLS	DEVELOPM
GENERAL	SPECIFIC		
		f. Identifying "big" ideas and "little" ideas	-- Suggest that the pu List on the chalkbo people in the stor one person and wri about him. Cautio about whom they ar T To play the ga giving one clue ab chosen but without that information, a fact to the biog The game cont trying to add one guess the name of one who adds a cor correct name may s
		g. Identifying main ideas	(1) Write on the chalk story. Have the pu paragraph in which (2) Select several par the pupils write t paragraphs.
		h. Developing picture main idea lines	-- Have the pupils st and then for each story that goes wi
		i. Listing answers to questions	-- Have the pupils re following question Who is in the Where did it What happened When did it h How did it en Why did it en

INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

S CIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
	f. Identifying "big" ideas and "little" ideas	-- Suggest that the pupils play the game "Character." List on the chalkboard the names of some of the people in the story. Tell the pupils to choose one person and write a brief summary of facts about him. Caution them not to tell anyone else about whom they are writing. The Game To play the game, one pupil begins by giving one clue about the character he has chosen but without giving his name. With that information, the next player must add a fact to the biography. The game continues with each player trying to add one fact to the biography and guess the name of the character. The first one who adds a correct fact and gives the correct name may start the next biography.
	g. Identifying main ideas	(1) Write on the chalkboard a list of ideas from the story. Have the pupils write the number of the paragraph in which each idea is found. (2) Select several paragraphs from the story. Have the pupils write the main idea in each of the paragraphs.
	h. Developing picture main idea lines	-- Have the pupils study each picture in the story and then for each picture find a sentence in the story that goes with it.
	i. Listing answers to questions	-- Have the pupils read a story and answer the following questions: Who is in the story? Where did it happen? What happened? When did it happen? How did it end? Why did it end that way?

INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL
GENERAL	SPECIFIC		
		j. Using arts and crafts projects to summarize information (friezes, mural, orange-box movie strip)	-- List the important event pupils. Let each pupil s he would like to illustra together in order to summ
		k. Listing a sequence of ideas in pictures	-- Have the pupils list a se in a story and find pictu illustrate each event. H pictures to show the orde happened.
		l. Using creative dramatizations to summarize information	(1) Let a group of pupils dra rest of the class. (2) Have the pupils select a to pantomime. As each pu others take turns in gues portrayed.
		m. Developing word main idea lines	-- Have the pupils read alo in a story or play using words which will help th what is meant.
		n. Preparing one-point outlines	-- Write a list of topics f chalkboard. Do not writ the pupils arrange the to make an outline of the s
		o. Developing simple summaries	-- Have the pupils determin story. Ask them to keep and write the story from

RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
j. Using arts and crafts projects to summarize information (friezes, mural, orange-box movie strip)	-- List the important events in a story with the pupils. Let each pupil select the event that he would like to illustrate. Tape the drawings together in order to summarize the story.
k. Listing a sequence of ideas in pictures	-- Have the pupils list a series of important events in a story and find pictures from magazines to illustrate each event. Have them number the pictures to show the order in which each event happened.
l. Using creative dramatizations to summarize information	(1) Let a group of pupils dramatize a story for the rest of the class. (2) Have the pupils select a character from the story to pantomime. As each pupil performs, let the others take turns in guessing which character is portrayed.
m. Developing word main idea lines	-- Have the pupils read aloud what a character says in a story or play using special force on the words which will help the listener understand what is meant.
n. Preparing one-point outlines	-- Write a list of topics from the story on the chalkboard. Do not write them in order. Have the pupils arrange the topics in order so as to make an outline of the story.
o. Developing simple summaries	-- Have the pupils determine the main idea in the story. Ask them to keep in mind the main idea and write the story from memory.

INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELO
GENERAL	SPECIFIC		
		p. Listing a sequence of ideas in words	-- Read a poem to th ask them to close pictures they see the poem is read. to tell what he s the words in seque
		q. Developing sentence and phrase main idea lines	-- Let the pupils fi number important the understanding write on their pa chalkboard. Afte something about t sentence. Have e sentences and che with the story.
		r. Listing a sequence of ideas in sentences and phrases	-- Suggest that the p Provide paper abo length of the lon space. Have pupi the paper about t it and divide the between the first selection. Have just above the ce each pupil a part all the dates men happened that yea listed on the cha Select a committe time line, and an drawings of the m and events record the recorded even

INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

LS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
ECIFIC		
	p. Listing a sequence of ideas in words	-- Read a poem to the pupils. Before you begin, ask them to close their eyes to find out what pictures they see and what sounds they hear as the poem is read. Give each pupil an opportunity to tell what he saw and what he heard. List the words in sequential order on the chalkboard.
	q. Developing sentence and phrase main idea lines	-- Let the pupils finish the sentence. Select and number important sentences that are related to the understanding of the story. Have the pupils write on their papers the numbers written on the chalkboard. After each number, have them write something about the phrase that will complete the sentence. Have each pupil read his completed sentences and check any questionable statements with the story.
	r. Listing a sequence of ideas in sentences and phrases	-- Suggest that the pupils make a "time line." Provide paper about eighteen inches wide, the length of the longest available wall or board space. Have pupils draw a line the length of the paper about three inches from the top of it and divide the line into periods of years between the first and last dates found in the selection. Have the pupils print the title just above the center of the paper. Assign to each pupil a part of the story in which to find all the dates mentioned and the event that happened that year. Have the dates and events listed on the chalkboard in chronological order. Select a committee to do the recording on the time line, and another committee to make drawings of the major events. Have the dates and events recorded and the pictures drawn below the recorded events in the proper date space.

INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPM
GENERAL	SPECIFIC		
		s. Preparing two-point outlines	--- Ask the pupils to w story in sequential them find one impor each main idea clea below the related m
		t. Developing summaries of one or more paragraphs	--- Have the pupils div Have them write the the topics as a gui
		u. Using simple form of précis writing	--- Have the pupils div columns. Ask them main ideas from the using the words of the five sentences second column. The using these main id paper.
		v. Interpreting and making picture graphs	(1) Suggest that the pu region in which the various houses, roa cated in the story. show the route that traveled. (2) List several scenes pupil select a scen for it.
		w. Interpreting and making bar and line graphs	(1) Suggest that the pu their arithmetic sc (2) Have the pupils pre amount of rainfall ferent years.

IC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
	s. Preparing two-point outlines	-- Ask the pupils to write the main ideas in the story in sequential order and number them. Have them find one important fact that helps to make each main idea clear. Have them write the fact below the related main idea.
	t. Developing summaries of one or more paragraphs	-- Have the pupils divide the story into topics. Have them write the story from memory, using the topics as a guide.
	u. Using simple form of précis writing	-- Have the pupils divide their papers into two columns. Ask them to write five sentences with main ideas from the story in the first column, using the words of the book. Have them write the five sentences in their own words in the second column. They may write a short summary using these main ideas at the bottom of their paper.
	v. Interpreting and making picture graphs	(1) Suggest that the pupils draw a map of the region in which the story occurs, putting in various houses, roads, and other places indicated in the story. Have them draw a line to show the route that a selected character traveled.
		(2) List several scenes from a story. Have each pupil select a scene and draw a stage setting for it.
	w. Interpreting and making bar and line graphs	(1) Suggest that the pupils make a line graph of their arithmetic scores for two months.
		(2) Have the pupils prepare a graph showing the amount of rainfall in Gary during five different years.

INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMEN
GENERAL	SPECIFIC		
	2. Reading Study Skills	a. Locating source of information	(1) Direct the pupils to their dams or to fin specific lesson. Us encyclopedia, and dic (2) Assign a number of re mation on a given pro
		b. Skimming by identifying "key words"	(1) Set up "key words" or (2) Teach pupils to skim contents, and sectio (3) Have pupils find pro opinion.
		c. Becoming familiar with the parts of a book: cover, title, table of contents	-- Prepare questions who pupils to become fam and table of contents
		d. Being able to follow directions	-- Have pupils: (a) Follow direction activities requi (b) Listen and carry (c) Organize and rep (d) Report on studen
		e. Reading to find answers for specific information	-- Select a topic and di information to answer it.

INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

FIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
ng s	a. Locating source of information	(1) Direct the pupils to find out how beavers make their dams or to find information needed for a specific lesson. Use the index, glossary, encyclopedia, and dictionary. (2) Assign a number of references to find information on a given problem or topic.
	b. Skimming by identifying "key words"	(1) Set up "key words" or leads to information. (2) Teach pupils to skim the index, table of contents, and section headings for information. (3) Have pupils find proof for an answer to an opinion.
	c. Becoming familiar with the parts of a book: cover, title, table of contents	-- Prepare questions whose answers require the pupils to become familiar with cover, title, and table of contents of books.
	d. Being able to follow directions	-- Have pupils: (a) Follow directions given only once in all activities requiring independent work. (b) Listen and carry out an assignment. (c) Organize and report on committees. (d) Report on student council activities.
	e. Reading to find answers for specific information	-- Select a topic and direct pupils to secure information to answer specific questions about it.

INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVEL
GENERAL	SPECIFIC		
		f. Perceiving new concepts and new words	-- Develop concepts ideas as done in Study the sentenc "A persimmon head." It was soft. It was sweet It was sticky It was good t It was someth It was a frui Bring a persimmon feel it, smell it,
		g. Interpreting simple maps and globes	(1) Review with the c already learned. (2) Have class find t in relation to th various kinds of m study following (3) Have pupils answe directions. (4) Have pupils compar area with the corr and observe the re and water which ar
		h. Arranging names in alphabetical order	-- Have pupils arran alphabetical orde
		i. Using a telephone book	(1) Have pupils use t find numbers in a

ILLS PECIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
	f. Perceiving new concepts and new words	-- Develop concepts by relating them to familiar ideas as done in the following example: Study the sentence: "A persimmon fell on Uncle Funny Bunny's head." It was soft. It was sweet. It was sticky. It was good to eat. It was something like a plum. It was a fruit. Bring a persimmon to class. Let the children feel it, smell it, and taste it.
	g. Interpreting simple maps and globes	(1) Review with the class map and globe skills already learned. (2) Have class find their town, state, and country in relation to the rest of the world. Use various kinds of maps and questions for map study following discussion. (3) Have pupils answer definite questions on map directions. (4) Have pupils compare the flat map of a particular area with the corresponding spot on the globe and observe the relative size and shapes of land and water which are best shown on a globe.
	h. Arranging names in alphabetical order	-- Have pupils arrange the names of the states in alphabetical order.
	i. Using a telephone book	(1) Have pupils use their alphabetizing skills to find numbers in a telephone directory.

concepts and new words
Study the sentence:
"A persimmon fell on Uncle Funny Bunny's

INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPME
GENERAL	SPECIFIC		
			(2) Teach pupils how to of the telephone dir
			(3) Teach pupils the foll -Classified -Emergency -Calumet Distric -Party Line -Directory
		j. Understanding parts of a book: cover, title, table of contents	-- See point 3 and poin
		k. Using a book list and classifying books in the class library	(1) Acquaint the pupils w library. Put a list Have pupils arrange t order. Select pupils order previously arra in alphabetical orde
			(2) Send a pupil to the s he can locate the boo
			(3) Set aside a section o reading center. Mak like a real library w and maps to make it a
		l. Locating names of persons, places, and things in a paragraph, in a story, or in a selection as a means of skimming	-- See how rapidly pupi specific questions.

INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

LS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
ECIFIC		
		(2) Teach pupils how to use the classified section of the telephone directory. (3) Teach pupils the following concepts: -Classified -Emergency -Calumet District -Party Line -Directory
	j. Understanding parts of a book: cover, title, table of contents	-- See point 3 and point 14.
	k. Using a book list and classifying books in the class library	(1) Acquaint the pupils with the books in the class library. Put a list on the bulletin board. Have pupils arrange them on the shelves in that order. Select pupils to keep the books in the order previously arranged and to keep encyclopedias in alphabetical order. (2) Send a pupil to the shelves to see how quickly he can locate the book you want. (3) Set aside a section of the classroom for a reading center. Make it as nearly as possible like a real library with book jackets, pictures, and maps to make it attractive.
	l. Locating names of persons, places, and things in a paragraph, in a story, or in a selection as a means of skimming	-- See how rapidly pupils can skim for answers to specific questions.

INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENT
GENERAL	SPECIFIC		
		m. Using encyclopedias and reference materials in a simplified manner	(1) Discuss with pupils th and reference books. (2) Help pupils list the t and reference books wh on caves or other pert to find the exact page be found in each refer
		n. Using parts of a book: cover, title page, table of contents, illustrations, index, glossary, chapter headings, paragraph headings, keys and footnotes, cross references	(1) Have pupils prepare a relative advantages of by consulting referenc (2) Integrate the illustra be discussed. (3) Teach pupils to use th (4) Discuss with pupils ch story and increase int (5) Teach pupils to find i notes, to make use of references.
		o. Using all types of charts, graphs, maps, and diagrams	(1) Discuss with the class encountered in texts. (2) Help pupils make graph (3) Have pupils prepare di pertinent topic.

INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

IFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
	m. Using encyclopedias and reference materials in a simplified manner	(1) Discuss with pupils the use of encyclopedias and reference books.
		(2) Help pupils list the titles of encyclopedias and reference books which contain information on caves or other pertinent topics. Help them to find the exact page on which material can be found in each reference.
	n. Using parts of a book: cover, title page, table of contents, illustrations, index, glossary, chapter headings, paragraph headings, keys and footnotes, cross references	(1) Have pupils prepare a panel discussion on the relative advantages of various types of travel by consulting reference books for information.
		(2) Integrate the illustrations with the topic to be discussed.
		(3) Teach pupils to use the glossary and the index.
		(4) Discuss with pupils chapter headings to motivate story and increase interest in things to come.
		(5) Teach pupils to find information from the footnotes, to make use of keys, and to use cross references.
	o. Using all types of charts, graphs, maps, and diagrams	(1) Discuss with the class all maps and charts when encountered in texts.
		(2) Help pupils make graphs of their test scores.
		(3) Have pupils prepare diagrams to illustrate a pertinent topic.

INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOP
GENERAL	SPECIFIC		
		p. Learning to skim by identifying important "key words," phrases, and sentences	-- Prepare a list of matter to be used. answers quickly. ing of the sentenc
		q. Using "entry" words such as now, then, first, second, last, so, therefore	-- Choose paragraphs things to show thes with the main idea the main thought. There are fou The first is then comes fa The last seas in a year we
		r. Learning the many uses of encyclopedias and other reference materials	-- Guide pupils to ma (a) Find the prop (b) Use the alpha the entry he (c) Use the index (d) Interpret the (e) Take notes on (f) Select and di reports.
		s. Using a card catalogue and other library aids	(1) Review with class Describe the card system in use. Us to find titles, au of the book. (2) Emphasize the use selecting books fo

INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

LS ECIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
	p. Learning to skim by identifying important "key words," phrases, and sentences	-- Prepare a list of questions based on the reading matter to be used. Encourage pupils to find the answers quickly. Discuss answers with oral reading of the sentence, phrase, or key word.
	q. Using "entry" words such as now, then, first, second, last, so, therefore	-- Choose paragraphs that tell about a list of things to show these words are usually connected with the main idea and are stepping stones to the main thought. Example: There are four seasons in the year. The first is spring, another is summer, then comes fall or autumn. The last season is winter. Therefore, in a year we have four seasons.
	r. Learning the many uses of encyclopedias and other reference materials	-- Guide pupils to make sure that each pupil can: (a) Find the proper volume. (b) Use the alphabetical arrangement to find the entry he needs. (c) Use the index to find related information. (d) Interpret the information. (e) Take notes on what is read. (f) Select and discuss the ideas used in giving reports.
	s. Using a card catalogue and other library aids	(1) Review with class library skills already learned. Describe the card catalogue and the card index system in use. Use the alphabetical arrangement to find titles, author card, and the call number of the book. (2) Emphasize the use of card catalogues when selecting books for recreational reading.

INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPM
GENERAL	SPECIFIC		
		t. Underlining titles of books and enclosing "magazine titles" in quotation marks in writing activities	-- Teach these skills directing pupil exe examples: (a) Write the name The Pony Expre The Lewis and Neuberger. (b) List all the w paragraph whic enclosed in qu Yesterda picked up the Picturesque Sp on the superl on the famous
		u. Making a bibliography of books on a general subject	-- Help pupils prepar available informat encyclopedias, and ography of materia
		v. Using a timetable	(1) Explain that a tim arranged list of d events take place, connection with ar Set up an exhibit transportation lin (2) Plan with class an involving arrangem portation and poin (3) Have pupils examin scheduled events a classes.

ILLS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
PECIFIC		
	t. Underlining titles of books and enclosing "magazine titles" in quotation marks in writing activities	-- Teach these skills and provide practice by directing pupil exercises similar to these examples: (a) Write the names of two books read recently: The Pony Express by Samuel Hopkins and The Lewis and Clark Expedition by Richard L. Neuberger. (b) List all the words in the following paragraph which should be underlined or enclosed in quotation marks: Yesterday I went to the library and picked up the new Reader's Digest. I read Picturesque Speech and Patter, an article on the superliner Queen Mary, and another on the famous Statue of Liberty.
	u. Making a bibliography of books on a general subject	-- Help pupils prepare a special program using available information in reference books, encyclopedias, and magazines and make a bibliography of materials used.
	v. Using a timetable	(1) Explain that a timetable is a systematically arranged list of dates and hours at which certain events take place, usually thought of in connection with arrival and departure of trains. Set up an exhibit of timetables from various transportation lines.
		(2) Plan with class an imaginary trip to New York involving arrangements for choice of transportation and points of departure and return.
		(3) Have pupils examine the school calendar for scheduled events and the school program of classes.

INTERMEDIATE DEVELOPMENTAL READING ACTIVITIE

BASIC READING SKILLS		RELATED SKILLS	DEV
GENERAL	SPECIFIC		
		w. Using the various sections of a newspaper	(1) Use weekly and interests and (2) Give specific by reading and advertisements.
		x. Being able to use the dictionary: alphabetical arrangement, thumb index, guide words, pronunciation key, diacritical marks, accent marks, definitions, and meanings of words	-- Teach and freq by practicing
		y. Adjusting rate of reading to purpose and to materials (rapid reading, skimming, reading for details)	-- Teach pupils b the purpose fo adjust their ra are reading.
		z. Following printed directions	-- Prepare explic understand the done. Increas as pupils becom independent wo
	3. Purposeful Oral Reading Skills	a. Desiring to share reading materials with others	-- Give pupils op
		b. Having a purpose for reading orally	-- Have pupil rea this can be do errors.

IFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
	w. Using the various sections of a newspaper	(1) Use weekly and daily newspapers to enrich reading interests and to introduce current events. (2) Give specific training in reading a newspaper by reading and interpreting weather forecast, advertisements, and other parts of the paper.
	x. Being able to use the dictionary: alphabetical arrangement, thumb index, guide words, pronunciation key, diacritical marks, accent marks, definitions, and meanings of words	-- Teach and frequently review all dictionary skills by practicing as needed in daily lessons.
	y. Adjusting rate of reading to purpose and to materials (rapid reading, skimming, reading for details)	-- Teach pupils by a variety of lessons to identify the purpose for reading each selection and to adjust their rate to the purpose for which they are reading.
	z. Following printed directions	-- Prepare explicit directions so that all pupils understand the assignment and how it is to be done. Increase the difficulty of the directions as pupils become more proficient in doing independent work.
oseful ing lls	a. Desiring to share reading materials with others	-- Give pupils opportunities to read to other pupils.
	b. Having a purpose for reading orally	-- Have pupil read some part of a lesson to see if this can be done with ease and a minimum of errors.

INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMEN
GENERAL	SPECIFIC		
		c. Being able to read fluently without attempting to be an elocutionist, but requiring rhythm, accurate interpretation of punctuation, accurate pronunciation of at least 99 percent of the running words	-- Choose story suitabl pupils pantomime the reader.
		d. Using a conversational tone that is pleasant and interesting yet loud and clear enough for everyone in the group to hear easily	-- Use any story suitab have pupils broadcas correct expression a
		e. Being relaxed	-- Let pupils from one favorite story to an
		f. Using good posture	-- Give pupils opportun with class or read r standing properly.
		g. Having complete understanding of the selection being read	-- Have pupils close bo then summarize brief
		h. Being provided with a comfortable and pleasant environment or setting conducive to oral reading	-- Allow pupils to read stories to the class responsibility as an

INTERMEDIATE DEVELOPMENTAL READING ACTIVITIES

ILLS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
SPECIFIC		
	c. Being able to read fluently without attempting to be an elocutionist, but requiring rhythm, accurate interpretation of punctuation, accurate pronunciation of at least 99 percent of the running words	-- Choose story suitable for dramatization. Have pupils pantomime the actions described by reader.
	d. Using a conversational tone that is pleasant and interesting yet loud and clear enough for everyone in the group to hear easily	-- Use any story suitable for a radio script and have pupils broadcast it to an audience with correct expression and tone.
	e. Being relaxed	-- Let pupils from one reading group read their favorite story to another group.
	f. Using good posture	-- Give pupils opportunity to share news items with class or read riddles and jokes while standing properly.
	g. Having complete understanding of the selection being read	-- Have pupils close books and listen to a story; then summarize briefly what has been read.
	h. Being provided with a comfortable and pleasant environment or setting conducive to oral reading	-- Allow pupils to read easy and interesting stories to the class. Condition class to its responsibility as an audience.

DEVELOPMENTAL READING ACTIVITIES
for
SECONDARY READING SKILLS

SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVE
GENERAL	SPECIFIC		
A. Readiness Skills	1. Language Development	a. Associating meaning with written symbols	(1) List on the cha paragraph in th these words in meaning applies (2) Make a chart wi "Concrete." Fil way they are us
		b. Developing language and fact relationships	(1) Have pupils dra they "see" in t advanced the re opportunity to (2) Have pupils out story or episod above.
		c. Understanding and using likenesses and differences in action (perception of relationships)	(1) Write sentences thus, since, an stitutes for th the meaning. sentences. (2) Use familiar ex caused by emoti write sentences (3) Use sentences and antonyms.

SECONDARY DEVELOPMENTAL READING ACTIVITIES

KILLS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
SPECIFIC		
Language Development	a. Associating meaning with written symbols	(1) List on the chalkboard words used in a specific paragraph in the text. Have pupils locate these words in the dictionary and decide which meaning applies to its usage in the text.
		(2) Make a chart with the headings "Abstract" and "Concrete." Fill in the words according to the way they are used in the text.
	b. Developing language and fact relationships	(1) Have pupils draw pictures of the images which they "see" in the printed word. (The more advanced the reading level, the greater the opportunity to depict sensory images.)
		(2) Have pupils outline, orally or in writing, the story or episode as suggested by the pictures above.
	c. Understanding and using likenesses and differences in action (perception of relationships)	(1) Write sentences using such words as: however, thus, since, and yet. Have pupils find substitutes for these words which will not change the meaning. Use complex and compound sentences.
		(2) Use familiar examples to illustrate reactions caused by emotions, senses, etc. Have pupils write sentences describing these reactions.
		(3) Use sentences to illustrate the use of synonyms and antonyms.

BASIC READING SKILLS		RELATED SKILLS	DEVEL
GENERAL	SPECIFIC		
		d. Appreciating the significance of written words	(1) Have pupils suppl in a paragraph. (2) Have pupils draw meaning of words.
		e. Learning words	-- Select a sentenc Have pupils use definitions of s context. Select words with diffe
	2. Auditory Discrimination	a. Hearing gross sounds that are alike, unlike, and similar	-- Have pupils clos following activit tearin scrapi stampi clappi striki crunchi Ask pupils to id mine which sound
		b. Hearing fine sounds that are alike, unlike, and similar	(1) Pronounce a key w pronounce other w word, sun, such (2) Give a riddle su word that starts It is the name o be six, seven, e (3) Pronounce a group which have the s sun, sick, ring, the word whose b

S	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
CIFIC		
	d. Appreciating the significance of written words	(1) Have pupils supply synonyms for selected words in a paragraph. (2) Have pupils draw sketches to illustrate the meaning of words.
	e. Learning words	-- Select a sentence to write on the chalkboard. Have pupils use glossary or dictionary to find definitions of selected words as used in this context. Select other sentences using the same words with different meanings.
itory crimi- ion	a. Hearing gross sounds that are alike, unlike, and similar	-- Have pupils close their eyes while each of the following activities is performed: tearing paper scraping feet stamping feet clapping hands striking glass crunching paper Ask pupils to identify each sound and to determine which sounds are alike, unlike, or similar.
	b. Hearing fine sounds that are alike, unlike, and similar	(1) Pronounce a key word, sun. Have the pupils pronounce other words that begin like the key word, sun, such as sick, sing. (2) Give a riddle such as: "I am thinking of a word that starts like the words sun, sing, sick. It is the name of a number." The answer would be six, seven, etc. (3) Pronounce a group of words, all except one of which have the same beginning sound such as: sun, sick, ring, sing. Have pupils listen for the word whose beginning sound is different.

SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPME
GENERAL	SPECIFIC		
			(4) Discuss the differen words as then and bo list of other words
		c. Hearing and saying sounds, not letter sounds, that are alike, unlike, and similar	(1) Have the pupils clos carefully while you to count the number vary the rate and rh (2) Have a pupil clap hi wood together while with their eyes clos respond by clapping the same number of (3) Play the game "Who circle. A blindfold The blindfolded pup circle and says, "Wh pupil answers, "It correctly identifie he is next to be "I
		d. Discriminating musical tones (high, middle, and low tones)	(1) Use a pitch pipe, t instrument to play Ask the pupils to i tone by raising the by clasping their h lowering their hand (2) Have pupils listen familiar tunes.

LS ECIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
		(4) Discuss the difference in the th sounds in such words as then and both. Have the pupils make a list of other words for each of these th sounds.
	c. Hearing and saying sounds, not letter sounds, that are alike, unlike, and similar	(1) Have the pupils close their eyes and listen carefully while you tap on the desk. Ask them to count the number of taps. To add interest vary the rate and rhythm of tapping. (2) Have a pupil clap his hands or two pieces of wood together while the other pupils listen with their eyes closed. Ask the pupils to respond by clapping their hands or wood together the same number of times with the same rhythm. (3) Play the game "Who Is It?" Pupils sit in a circle. A blindfolded pupil is in the center. The blindfolded pupil points to someone in the circle and says, "Who Is It?" The selected pupil answers, "It is I." When he has been correctly identified by the blindfolded pupil, he is next to be "It."
	d. Discriminating musical tones (high, middle, and low tones)	(1) Use a pitch pipe, the piano, or another musical instrument to play high, middle, or low tones. Ask the pupils to indicate the pitch of each tone by raising their hands above their heads, by clasping their hands at waist level, or by lowering their hands. (2) Have pupils listen for repeated phrases in familiar tunes.

BASIC READING SKILLS		RELATED SKILLS	DEVELOPME
GENERAL	SPECIFIC		
		e. Using jingles and rhymes	(1) Ask the pupils to su such two-line rhymes My dog Rover Is black all ___ (2) Ask the pupils to su word of a dictated l (3) Have pupils write or may suggest some hel I like to go to To work, to stu My sister often With her little A spider on the Gives me a cree
		f. Imitating such sounds as animals and birds	-- Use real and recorde for the pupils to he
		g. Discriminating among initial, final, and rhyming sounds in words that are alike, unlike, and similar	(1) Ask the pupils t sound such as f, nounced. For ea his right hand o if the sound is and on the right sound occurs at ally, a word tha may be inserted might raise his word does not ha

LS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
ECIFIC		
	e. Using jingles and rhymes	(1) Ask the pupils to supply the final words for such two-line rhymes as: My dog Rover Is black all ______. (2) Ask the pupils to supply rhyming words for each word of a dictated list. (3) Have pupils write original jingles. The following may suggest some help in writing jingles: I like to go to school each day To work, to study, and to play. My sister often swings on the gate With her little playmate. A spider on the ceiling Gives me a creepy feeling.
	f. Imitating such sounds as animals and birds	-- Use real and recorded sounds of animals and birds for the pupils to hear, identify, and imitate.
	g. Discriminating among initial, final, and rhyming sounds in words that are alike, unlike, and similar	(1) Ask the pupils to listen for a specified sound such as f, as a list of words is pronounced. For each word the pupil may place his right hand on the left side of the desk if the sound is at the beginning of the word, and on the right side of the desk if the sound occurs at the end of the word. Occasionally, a word that does not have the f sound may be inserted as a "fooler." The pupil might raise his hand to indicate that the word does not have the f sound.

SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMEN
GENERAL	SPECIFIC		
			(2) Read to the pupi its entirety, an them to indicate hear the sound o or end of a word. the rhyming words
	3. Visual Discrimination	a. Discriminating pictures that are meaningful to the child	-- Have the pupils: (a) Identify la (b) Study carto or ideas ex
		b. Learning to discriminate colors in situations which have significance to the learner	-- Have the pupils: (a) Interpret t maps. (b) Suggest col certain emo red with an
		c. Learning to discriminate letters in situations which have significance to the learner	-- Check the format letter combinati seer may be effe
		d. Discriminating words in meaningful situations	-- Have pupils sele similar in appea for the context The man was ___ (prospecting,
	4. Following Directions	a. Interpreting and following directions given by teachers and associates	(1) Ask the pupils t tions previously another pupil. (2) Word questions a in a variety of

IC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
		(2) Read to the pupils a rhyming verse, first in its entirety, and then a line at a time. Ask them to indicate the number of times they hear the sound of a letter at the beginning or end of a word. The pupils may also identify the rhyming words which they hear.
mi-	a. Discriminating pictures that are meaningful to the child	-- Have the pupils: (a) Identify land forms from pictures. (b) Study cartoons and relate the stories or ideas expressed.
	b. Learning to discriminate colors in situations which have significance to the learner	-- Have the pupils: (a) Interpret the significance of colors on maps. (b) Suggest colors usually associated with certain emotions, as green with envy and red with anger.
	c. Learning to discriminate letters in situations which have significance to the learner	-- Check the formation of individual letters and letter combinations. (A transparent overseer may be effective.)
	d. Discriminating words in meaningful situations	-- Have pupils select from a group of words similar in appearance the appropriate word for the context of a given sentence. Example: The man was _____ the gold he had found. (prospecting, protecting, prosperous)
wing tions	a. Interpreting and following directions given by teachers and associates	(1) Ask the pupils to repeat and explain directions previously given by the teacher or another pupil. (2) Word questions and directions for activities in a variety of ways. Examples of different

SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMEN
GENERAL	SPECIFIC		
			verbs which may b explain i define p list e summarize c note d skim d study e relate i (3) Use different sig questions, such a
		b. Learning to give directions to others	(1) Teach one pupil i a game or an acti game or activity (2) Have pupils give problem or for ma or some other sma
	5. Motor Development	a. Achieving rhythmic activities	(1) Have pupils: (a) March to mus (b) Learn simple (c) Keep time t tapping a pe (2) Have pupils do ha (3) Have pupils tap w syllables, being ones.

SECONDARY DEVELOPMENTAL READING ACTIVITIES

LS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
ECIFIC		
		verbs which may be used are: explain define list summarize note skim study relate interpret present evaluate organize diagram describe estimate illustrate arrange demonstrate supply name locate select compare contrast
		(3) Use different signs for "True and False" questions, such as: T F + - " = G M
	b. Learning to give directions to others	(1) Teach one pupil from a group the rules for a game or an activity. Ask him to teach the game or activity to the others in the group. (2) Have pupils give directions for working a problem or for making a chart, a graph, a map, or some other small article.
otor evelopment	a. Achieving rhythmic activities	(1) Have pupils: (a) March to music (b) Learn simple dance steps to music (c) Keep time to music by clapping hands or tapping a pencil (2) Have pupils do handwriting exercises to music. (3) Have pupils tap with their pencils to indicate syllables, being sure to show the accented ones.

SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELO
GENERAL	SPECIFIC		
			(4) List on the c different syl company, comp taps each wor have the pupi some experien may make thei for other pup
		b. Developing activities with hands such as coloring, painting, and cutting	(1) Have students (2) Have the pupi portrayed in unit and arra being studied
	6. Visual Motor Sensory Perception	-- Reproducing a pattern	(1) Teach map mak and longitude (2) Reproduce map or science ma
	7. Left-to-Right Progression	-- Developing left-to-right progression using pictures and words	(1) Give the pupi develop left- 3 x 5 cards, read by the p a question pe (2) Let the pupil sequential or long piece o pictures whic reel is threa from left to

SECONDARY DEVELOPMENTAL READING ACTIVITIES

LS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
ECIFIC		
		(4) List on the chalkboard words with accents on different syllables, such as secret, indeed, company, companion, reinstate. As the teacher taps each word stressing the accented syllable, have the pupils pronounce the word. After some experience with this activity, the pupils may make their own lists and do the tapping for other pupils to pronounce the words.
	b. Developing activities with hands such as coloring, painting, and cutting	(1) Have students make posters for school events. (2) Have the pupils cut out figures of people portrayed in a social studies or literature unit and arrange a display of the events being studied.
sual tor nsory rception	-- Reproducing a pattern	(1) Teach map making through the use of latitude and longitude as guide lines. (2) Reproduce maps and diagrams from social studies or science materials.
ft-to- ght ogression	-- Developing left-to-right progression using pictures and words	(1) Give the pupils tachistoscopic training to develop left-to-right progression. Using 3 x 5 cards, flash phrases of a story easily read by the pupils. Precede the flash with a question pertaining to the phrase. (2) Let the pupils make a movie by pasting in sequential order from left to right on a long piece of wrapping paper a series of pictures which tell a story. Be sure the reel is threaded to unroll the pictures from left to right.

SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL
GENERAL	SPECIFIC		
B. Comprehension	1. Factual Comprehension (Assimilative)	a. Reading for facts	(1) Have the pupils write and Why. Tell them t the "Five W's" of a s can answer them, they facts. They should b following questions: Who is in the st What is it about Where does the s When does the st Why did the inci was the story (2) Use the 5 W's with ne
		b. Identifying and interpreting characters	-- Have pupil describe to the class. Let th identifies the charac another character.
		c. Relating ideas in sequence	-- Write several sentenc not write them in the action occurred. Hav sentences according t the action occurred o order.
		d. Reading for related facts such as places, action, words, animals, and food	-- Provide the pupils wi selected topic of int they read the selecti to or read for themse whose answers are to tion to be read.
		e. Reading for immediate, delayed, general, and specific recall	(1) Suggest to the pupil new details when read previous details read the ends of paragraph of these details they

SECONDARY DEVELOPMENTAL READING ACTIVITIES

LS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
CIFIC		
tual nprehen- on (Assimi- tive)	a. Reading for facts	(1) Have the pupils write Who, What, Where, When, and Why. Tell them that these can be called the "Five W's" of a story and that when they can answer them, they will know the main facts. They should be able to answer the following questions: Who is in the story? What is it about? Where does the story take place? When does the story take place? Why did the incidents happen or why was the story written? (2) Use the 5 W's with newspaper stories.
	b. Identifying and interpreting characters	-- Have pupil describe a story character familiar to the class. Let the pupil who correctly identifies the character described tell about another character.
	c. Relating ideas in sequence	-- Write several sentences about a story but do not write them in the order in which the action occurred. Have the pupils number the sentences according to the order in which the action occurred or rewrite them in this order.
	d. Reading for related facts such as places, action, words, animals, and food	-- Provide the pupils with an article on some selected topic of interest to them. Before they read the selection, have them listen to or read for themselves prepared questions whose answers are to be found in the selection to be read.
	e. Reading for immediate, delayed, general, and specific recall	(1) Suggest to the pupils that, as they come upon new details when reading, they try to recall previous details read in the selection. At the ends of paragraphs, check to see how many of these details they remember.

SECONDARY DEVELOPMENTAL READING ACTIVITIE

BASIC READING SKILLS		RELATED SKILLS	DE
GENERAL	SPECIFIC		
			(2) Immediate: L pertaining to
			(3) Delayed: (a) Do the s later. (b) Review t when tim sessions (Do these fo
		f. Finding significant details	-- Explain to th to remember a story. Thus, significant f important poi paragraphs to each paragrap that expresse
		g. Locating descriptive words and phrases	(1) Have the pupi words that fo give them fee
			(2) List on slips story. Ask t word the desc which describ phrases, they describe.)
		h. Following directions	(1) Play the game various direc pupils to fol given. Examp (a) Write a selectio

SECONDARY DEVELOPMENTAL READING ACTIVITIES

LS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
ECIFIC		
		(2) Immediate: List pertinent facts and details pertaining to the specific selection just read. (3) Delayed: (a) Do the same one day, three days, etc., later. (b) Review the preceding part of the story when time has elapsed between class sessions. (Do these for both general and specific recall.)
	f. Finding significant details	-- Explain to the pupils that no one can be expected to remember all statements and details of any story. Thus, authors often use several less significant facts and details to emphasize one important point. Next give the pupils selected paragraphs to read. From a group of choices for each paragraph, ask them to select the statement that expresses the main idea of the paragraph.
	g. Locating descriptive words and phrases	(1) Have the pupils select from a given poem the words that form pictures in their minds, or that give them feelings of happiness or sadness.
		(2) List on slips of paper ten nouns from any selected story. Ask the pupils to write in front of each word the descriptive word or words (adjectives) which describe that noun. (In the case of phrases, they will be written after the nouns they describe.)
	h. Following directions	(1) Play the game, "Find and Do." Write a list of various directions on the chalkboard. Ask the pupils to follow these directions in the order given. Example: (a) Write a three syllable word found in the selection.

BASIC READING SKILLS		RELATED SKILLS	DEVEL
GENERAL	SPECIFIC		
			(b) Mark the vo (c) Write two w (d) Read _____ (e) Find _____ (2) Type the directi skill for each p skill for the re listening pupil was.
		i. Developing new concepts and new words	(1) Ask the pupils t accurately in se (2) Provide crosswor (3) Give the pupils particular word in each sentence own words the me each sentence. Example: Do not stri As he start The men wer He will str They will s The clock w Strike out (4) Direct pupils t
		j. Identifying the speaker or character spoken to	-- Play the game "W characters from and in differen story by each o pupils match ea character who ma this game may be

SECONDARY DEVELOPMENTAL READING ACTIVITIES

LS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
ECIFIC		
		(b) Mark the vowels. (c) Write two words using the br blend, etc. (d) Read _____ paragraph, page _____ orally. (e) Find _____ (parts of speech.) (2) Type the directions for a separate word attack skill for each pupil. Have him perform this skill for the rest of the group. Direct the listening pupils to decide what the direction was.
	i. Developing new concepts and new words	(1) Ask the pupils to use selected new words accurately in sentences. (2) Provide crossword puzzles for the pupils. (3) Give the pupils several sentences using a particular word to express a different concept in each sentence. Ask them to write in their own words the meaning for the word as used in each sentence. Example: Do not strike the glass. As he started to fish, he had a good strike. The men went out on strike. He will strike a match. They will strike oil if they dig here. The clock will soon strike one. Strike out the last word. (4) Direct pupils to prepare vocabulary notebooks.
	j. Identifying the speaker or character spoken to	-- Play the game "Who? What?" List the names of the characters from a selected story. List separately and in different order a statement made in the story by each of the characters listed. Have the pupils match each statement with the name of the character who made the statement. A variation of this game may be that of having the pupils match

BASIC READING SKILLS		RELATED SKILLS	DE
GENERAL	SPECIFIC		
			the statement in the story
		k. Noting significant details	(1) Write unfinis the group has select from a each sentence completes the without referr (2) Identify the m selected parag
	2. Critical Comprehension	a. Distinguishing between fact and fancy, true and false statements, relevant and irrelevant facts and ideas	(1) Have the pupi such prepared Is a gir Can a bir (2) Classify the s Historical. H then write a s which are true cording to the papers and und
		b. Drawing logical conclusions	-- Prepare unfini select from a the word that
		c. Comparing and contrasting facts and opinions	(1) Prepare the pu the ideas whic from the stor opinions when ideas that the read and then idea is a fac

IFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
		the statements with the names of the characters in the story to whom the statements were made.
	k. Noting significant details	(1) Write unfinished sentences about a story which the group has finished reading. Have the pupils select from a group of words or phrases for each sentence that word or phrase that correctly completes the sentence. This should be done without referring again to the material read. (2) Identify the main ideas and their sub-topics for selected paragraphs.
ical rehen-	a. Distinguishing between fact and fancy, true and false statements, relevant and irrelevant facts and ideas	(1) Have the pupils select "yes" or "no" answers to such prepared questions as: Is a girl a woman? Can a bird fly in water? (2) Classify the selection Fact or Fancy, Fiction or Historical. Have pupils read a short selection, then write a series of short sentences, some of which are true and some of which are false according to the selection. Have them exchange papers and underline the true statements.
	b. Drawing logical conclusions	-- Prepare unfinished sentences. Have the pupils select from a group of words for each sentence the word that will correctly complete the sentence.
	c. Comparing and contrasting facts and opinions	(1) Prepare the pupils by explaining that sometimes the ideas which we get from reading are facts from the story but we also often form our own opinions when we read a story. Have them write ideas that they remember from a story recently read and then let them check to see if their idea is a fact or an opinion gained from reading.

BASIC READING SKILLS		RELATED SKILLS	DEV
GENERAL	SPECIFIC		
			(2) Select two new one news (from Note and discu of writing.
			(3) Select article newspapers. are excellent these two pape (viewpoint) a (Note emphasis
		d. Identifying absurdities	(1) From a group absurd, have which are rid
			(2) Read a "tall absurdities.
			(3) Have the pupi of which cont contain good exchange pape found. Also
		e. Drawing inferences	(1) Have the pupi prepared grou moral or less in the fable. might be: Ki
			(2) Have the pupi the story and ferred. Exam sat quietly w

S	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
ECIFIC		
		(2) Select two newspaper articles on the same topic, one news (front page) and the other editorial. Note and discuss the differences in the styles of writing.
		(3) Select articles on one topic from two different newspapers. (An English and an American newspaper are excellent for this.) List ways in which these two papers are alike in their presentation (viewpoint) and ways in which they are different. (Note emphasis of each.)
	d. Identifying absurdities	(1) From a group of sentences, some true and some absurd, have the pupils underline those sentences which are ridiculous.
		(2) Read a "tall tale." List and discuss the absurdities.
		(3) Have the pupils write a group of sentences some of which contain absurdities and some of which contain good examples of consistency. Have them exchange papers and underline the absurdities found. Also discuss them.
	e. Drawing inferences	(1) Have the pupils read a selected fable and from a prepared group of sentences, each containing a moral or lesson, choose the lesson which is taught in the fable. One example of such sentences might be: Kindness is its own reward.
		(2) Have the pupils copy examples of inferences from the story and state the condition that is inferred. Example: After the class laughed, he sat quietly with head down.

SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVEL
GENERAL	SPECIFIC		
		f. Making judgments	(1) Prepare a debatab have school twelv pupils list five headed Affirmativ (2) Ask each pupil to would you do if a were about to pic give reactions an be the exercise o
		g. Perceiving relationships such as class, place, quantity, time, sequence, cause and effect, general and specific	(1) Develop understan pupils read of ev After reading the facts which show ago. In a story they might list s People rode Children sle (2) Use a time line i good for Indiana (3) Have the pupils f magazines picture quarts, feet, et (4) Demonstrate with pecks).
		h. Interpreting riddles	-- Teach the pupils They?" Begin by the answer and th ask other pupils. the teacher might Some are in Some are in

SECONDARY DEVELOPMENTAL READING ACTIVITIES

LLS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
PECIFIC		
	f. Making judgments	(1) Prepare a debatable statement, such as "We should have school twelve months a year." Have the pupils list five arguments in each of two columns headed Affirmative and Negative.
		(2) Ask each pupil to give a situation such as "What would you do if a bee were on a flower which you were about to pick?" Call on several pupils to give reactions and then decide which one would be the exercise of the best judgment.
	g. Perceiving relationships such as class, place, quantity, time, sequence, cause and effect, general and specific	(1) Develop understanding of time sequence by having pupils read of events that happened long ago. After reading the story, have them list those facts which show that the story took place long ago. In a story of pioneer life, for example, they might list such facts as: People rode in covered wagons. Children slept in the loft.
		(2) Use a time line in social studies. (Especially good for Indiana history)
		(3) Have the pupils find and cut from newspapers or magazines pictures which show measures. (pints, quarts, feet, etc.)
		(4) Demonstrate with actual containers (pints, quarts, pecks).
	h. Interpreting riddles	-- Teach the pupils to play the game, "What Are They?" Begin by giving a riddle. Pupils guess the answer and then make up original riddles to ask other pupils. A suggested riddle with which the teacher might begin is as follows: Some are in the yard. Some are in the house.

BASIC READING SKILLS		RELATED SKILLS	DEVELOPME
GENERAL	SPECIFIC		
			They are prett But they do no What are they? The answer is -
		i. Making generalizations	(1) Suggest that the pup of 100 years ago wit today. Let them lis both schools or trav which they differ. (2) Write a generalizat Northern Europe Are prove that this is
		j. Interpreting facts and feelings	(1) Prepare such questic the pupils are to a article that is bei How do you thi failing in s How do you thi parents abou (2) Ask pupils to write read to the class.
		k. Predicting outcomes	(1) See j above. The l for predicting outc might be added to t what his parents wi (2) Have pupils read to story. Predict wha good motivating dev

LS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
PECIFIC		
		They are pretty. But they do not smell good. What are they? The answer is - a plant, or plants.
	i. Making generalizations	(1) Suggest that the pupils compare schools or travel of 100 years ago with the schools or travel of today. Let them list ways in which they think both schools or travel are alike and ways in which they differ. (2) Write a generalization such as, "People of Northern Europe Are Blond." Ask the pupils to prove that this is not necessarily true.
	j. Interpreting facts and feelings	(1) Prepare such questions as the following which the pupils are to answer from a story or an article that is being read. How do you think that John felt about failing in school? How do you think he will approach his parents about his failure? (2) Ask pupils to write reactions to a selection, read to the class.
	k. Predicting outcomes	(1) See j above. The last sentence might be used for predicting outcomes. Another sentence that might be added to the above is: Can you predict what his parents will say? (2) Have pupils read to a designated place in the story. Predict what will happen next. (a good motivating device)

SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVE
GENERAL	SPECIFIC		
		l. Forming associations	-- Use such prepar words as the ex line each word to its column h Land penin lagoo delta islan conti
		m. Reading creatively	(1) Have pupil rea edge of the co and so saturat of a piece of l to share them w develop a capac and for achiev pitch range, me to add to the b (2) Have the pupil characters in t pupil reads al
		n. Forming sensory images	(1) Write sentence The sky wa yarn. The girl i They had u delay. When it ra Have pupils wr to describe th

<table>
<tr><th>FIC</th><th>RELATED SKILLS</th><th>DEVELOPMENTAL ACTIVITIES</th></tr>
<tr><td></td><td>l. Forming associations</td><td>-- Use such prepared column headings and lists of words as the examples below. Have pupils underline each word that is properly placed according to its column heading.
<table>
<tr><th>Land Forms</th><th>Cities</th></tr>
<tr><td>peninsula</td><td>Chicago</td></tr>
<tr><td>lagoon</td><td>Delaware</td></tr>
<tr><td>delta</td><td>Paris</td></tr>
<tr><td>island</td><td>Los Angeles</td></tr>
<tr><td>continent</td><td>Hawaii</td></tr>
<tr><td></td><td>Anchorage</td></tr>
</table></td></tr>
<tr><td></td><td>m. Reading creatively</td><td>(1) Have pupil read each word with distinctive knowledge of the communication the thought implies and so saturate himself with the ideas and mood of a piece of literature that he feels an impulse to share them with an audience. Help him to develop a capacity for thinking, for deep feeling, and for achieving the best tone quality for pitch range, melody emphasis, pause, and emotions to add to the beauty of the selection.
(2) Have the pupils read orally, as if they were the characters in the story. It helps if a separate pupil reads all the non-speaking parts.</td></tr>
<tr><td></td><td>n. Forming sensory images</td><td>(1) Write sentences as follows:
The sky was like balls of blue and white yarn. ______
The girl is as dainty as lace. ______
They had us nervous because of their delay. ______
When it rains, it pours. ______
Have pupils write after each sentence an adjective to describe the underlined word.</td></tr>
</table>

SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPM
GENERAL	SPECIFIC		
			(2) Have the pupils dra words or groups of
			(3) Have the pupils lis words or phrases wh smell, sight, sound them written in co ings.
			(4) Read a poem such a the pupils draw pi images which the p title of the poem Reread the poem an
			(5) Present such words desert. Have the words as they can smell, taste, feel can be in chart fo top and the senses
		o. Interpreting puzzles	(1) Duplicate crosswor
			(2) Have pupils read a following: "A ship ancho sailors tossed a r ladder was ten fee touched the water rungs of the ladde "If the tide per hour, how man of four and a hal (None. The ship w

S	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
CIFIC		
		(2) Have the pupils draw pictures of what selected words or groups of words say to them.
		(3) Have the pupils list from a given selection those words or phrases which give them a sense of smell, sight, sound, taste, or touch. Have them written in columns under the proper headings.
		(4) Read a poem such as "Clouds" to the class. Have the pupils draw pictures showing all the mental images which the poem gives them. Do not give title of the poem until the pictures are finished. Reread the poem and discuss the pictures.
		(5) Present such words as: wharf, mountains, farm, desert. Have the pupils write under each as many words as they can which tell what they see, hear, smell, taste, feel at each of these places. This can be in chart form, with the nouns across the top and the senses spaced down the side.
	o. Interpreting puzzles	(1) Duplicate crossword puzzles for pupils to work.
		(2) Have pupils read and solve such puzzles as the following: "A ship anchored in the harbor and the sailors tossed a rope ladder over the side. The ladder was ten feet long, and the bottom rung touched the water but was not covered by it. The rungs of the ladder were a foot apart. "If the tide rose at the rate of one foot per hour, how many rungs were covered at the end of four and a half hours?" (None. The ship would rise with the tide.)

SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVE
GENERAL	SPECIFIC		
		p. Perceiving analogies	-- Say, "Here is a first part of t two things whic decide for your part of the ser you the first p words from whic A kitten is to (duck, dog, bo Pupils may cont gies of their c
		q. Distinguishing between fact and opinion	(1) Have the pupil number of opini them to discuss opinion.
			(2) Have the pupil which might be reasons why the they should be
		r. Interpreting author's meaning	-- Select sentence pupils write i the author mear
		s. Visualizing characters, action, and setting of story	(1) Write in column a given story. any one or all pupils match th characters whic
			(2) Draw pictures s
		t. Interpreting poetry	(1) Read a poem to poem carefully about the poem What does How does i

S CIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
	p. Perceiving analogies	-- Say, "Here is a game that you will enjoy. The first part of this sentence will tell you about two things which go together. You will have to decide for yourself which two things in the last part of the sentence go together. I will give you the first part of the sentence and three words from which to choose the correct ending. A kitten is to a cat as a puppy is to a _____. (duck, dog, boy)" Pupils may continue the game by making other analogies of their own to use with their classmates.
	q. Distinguishing between fact and opinion	(1) Have the pupils list a number of facts and a number of opinions as found in a newspaper. Ask them to discuss what makes each a fact or an opinion.
		(2) Have the pupils copy from the newspaper statements which might be doubted. Have them also list reasons why they might be doubted and reasons why they should be accepted as facts.
	r. Interpreting author's meaning	-- Select sentences from a given story and have the pupils write in their own words what they think the author meant by such sentences.
	s. Visualizing characters, action, and setting of story	(1) Write in columns the names of the characters of a given story. Also list facts which describe any one or all of these characters. Have the pupils match these facts with the character or characters which they describe.
		(2) Draw pictures showing setting, etc.
	t. Interpreting poetry	(1) Read a poem to the pupils and let them read the poem carefully after you. Ask them questions about the poem such as: What does the poem describe? How does it make you feel?

BASIC READING SKILLS		RELATED SKILLS	DEVELO
GENERAL	SPECIFIC		
			(2) Have the pupils w prose) the meanin
		u. Interpreting feelings of characters	-- Have pupils read feelings of the c
		v. Interpreting author's purpose	-- Explain to the pu purpose for writi teach, give new i the pupils read a with them the rea had for writing t
		w. Perceiving relationship between ideas, between pictures, and written description	(1) Duplicate picture paragraphs descri pupils match the pictures. (2) Have the pupils r underline the wor sentences as the Penny is to cat Tall is to g ball Apple is to weavin

IFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
		(2) Have the pupils write in their own words (in prose) the meaning or story of the poem.
	u. Interpreting feelings of characters	-- Have pupils read a selection and describe the feelings of the characters in the story.
	v. Interpreting author's purpose	-- Explain to the pupils that an author has a purpose for writing a story. He may want to teach, give new information, or entertain. Have the pupils read a selected paragraph and discuss with them the reasons which the author may have had for writing the paragraph or story.
	w. Perceiving relationship between ideas, between pictures, and written description	(1) Duplicate pictures and a corresponding number of paragraphs describing the pictures. Have the pupils match the descriptions with the correct pictures. (2) Have the pupils match ideas by asking them to underline the words which correctly finish such sentences as the following: Penny is to money as dog is to ______. cat boy animal Tall is to giraffe as round is to ______. ball street flag Apple is to fruit as silk is to _____. weaving Japan cloth

SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELO
GENERAL	SPECIFIC		
		x. Perceiving relationships of mood in the printed word and music	-- Describe the kind be played for bac on television. (various parts.)
C. Word Perception	1. Word Meaning Clues	a. Forming associations	-- Make up groups of to the following a given word with sentence using th ing. Ask the pup which sentences u Example: (a) Aunt Sue fir liked. (b) Phillip's dr he started o (c) "That suit c Mrs. Huff," Other words which this exercise are drew, stamp, rose
		b. Forming sensory images	-- Display an action papers are good s study the picture part in the event have them describ and feel.
		c. Understanding new words and new concepts	-- Select a list of tion giving their to look up in the tions and meaning concepts to the m story. After mot and reading, ask

IFIC		RELATED SKILLS		DEVELOPMENTAL ACTIVITIES
	x.	Perceiving relationships of mood in the printed word and music	--	Describe the kinds of music which you think would be played for background if a certain story were on television. (Think especially about the various parts.)
Meaning s	a.	Forming associations	--	Make up groups of three sentences each according to the following pattern: Two sentences using a given word with the same meaning and a third sentence using the same word in a different meaning. Ask the pupils to indicate in some manner which sentences use the word in like meaning. Example: (a) Aunt Sue finally found a suit that she liked. (b) Phillip's drawing did not suit him so he started over again. (c) "That suit certainly looks nice on you, Mrs. Huff," said Mrs. Gordon. Other words which can be used effectively in this exercise are: bank, mine, ring, row, felt, drew, stamp, rose, and bay.
	b.	Forming sensory images	--	Display an action picture. (Magazines and newspapers are good sources.) Ask the group to study the picture and imagine they are taking part in the events. Then remove the picture and have them describe what it made them see, hear, and feel.
	c.	Understanding new words and new concepts	--	Select a list of words from the reading selection giving their page number. Ask the pupils to look up in their dictionaries the pronunciations and meanings of the words. Apply these concepts to the meanings of the words in the story. After motivation, new concept presentation, and reading, ask the pupils to list words which

BASIC READING SKILLS		RELATED SKILLS	DEVELOPM
GENERAL	SPECIFIC		
			they think might gi the grade level a y your pupils are rea dictionary for pron the pupils use thes same meaning as the
		d. Understanding shifts in meanings of words	(1) For each word in a having more than on use the dictionary word correctly in e common words with w bear mour beat pass light pitc (2) Discuss the use of different meanings (3) Select five words f sentences for each word in a differen
		e. Anticipating meanings	(1) Read a story to the very exciting poin tell or write what why. Then finish they may compare t author. (2) Read a story to pu occasionally and ha or phrase.

E IFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
		they think might give a ______ grader (insert the grade level a year or two below that at which your pupils are reading) difficulty. Use the dictionary for pronunciation and meaning. Have the pupils use these words in sentences with the same meaning as the original.
	d. Understanding shifts in meanings of words	(1) For each word in a list of common words each having more than one meaning, have the pupils use the dictionary and write sentences using the word correctly in each of its meanings. Some common words with which to begin are: bear mount right set beat pass round side light pitch run strike (2) Discuss the use of the dictionary for the different meanings of words. (3) Select five words from your reading. Write three sentences for each word, each sentence using the word in a different meaning.
	e. Anticipating meanings	(1) Read a story to the pupils. Stop reading at a very exciting point in the story. Let the pupils tell or write what they think will happen and why. Then finish reading the story in order that they may compare their endings with that of the author. (2) Read a story to pupils. As you read, stop occasionally and have them supply the next word or phrase.

BASIC READING SKILLS		RELATED SKILLS	DEVELOPM
GENERAL	SPECIFIC		
			(3) Have pupils write in several sentence master copy with th exchange papers (c supply the words wh used. These shoul is done.
		f. Extending word meanings - antonyms, homographs, and words with several meanings	(1) Prepare a list of w or unit of work. three other words, opposite to the fir underline these ant polite -- rud above -- ove
			(2) Give pupils pairs o lined homographs su fair, rash, and fle from the dictionar each sentence. Exa bear^1 - endu bear^2 - lar She cannot bear th The hunters shot th
			(3) Have pupils write s words in each of th indicates (homonyms antonyms). (Use th also.)

FIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
		(3) Have pupils write a paragraph omitting key words in several sentences. Have them also make a master copy with the word supplied. Have them exchange papers (copies with omitted words) and supply the words which they think should be used. These should be discussed as the checking is done.
	f. Extending word meanings - antonyms, homographs, and words with several meanings	(1) Prepare a list of words from a familiar selection or unit of work. To the right of each word add three other words, one of which has a meaning opposite to the first word. Have the pupil underline these antonyms. Example: polite -- rude cruel well-mannered above -- over up below (2) Give pupils pairs of sentences containing underlined homographs such as bear, spell, stick, fair, rash, and fleet. Ask them to read or copy from the dictionary of the underlined word in each sentence. Example: bear^1 - endure bear^2 - large animal She cannot bear the sight of snakes. The hunters shot the bear. (3) Have pupils write sentences of their own using words in each of the categories which the teacher indicates (homonyms, homographs, synonyms, antonyms). (Use this idea for spelling lessons also.)

SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPM
GENERAL	SPECIFIC		
		g. Interpreting meanings from phrase and sentence meanings	-- Write the words who the chalkboard. Un phrases as in the ya John and David, and read aloud, ask whe where, or how. The in any book and gui phrases that tell wi
		h. Drawing meaning from context clues	-- Write a number of s board, leaving out For example: Bill may be ca has a good s He lives so mu rest of the a ________. The new words (phil etc.) should then b this, the original using hard words fr portant reading for
		i. Extending word meanings using synonyms and homonyms	(1) Write a series of se each having a new w which is underlined phrase the expressi using known synonyms Examples: The man stood waiting for It was the mos a mortal saw

SECONDARY DEVELOPMENTAL READING ACTIVITIES

LS ECIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
	g. Interpreting meanings from phrase and sentence meanings	-- Write the words who, what, when, where, how on the chalkboard. Under these words list such phrases as in the yard, after dinner, very softly, John and David, and the caves. As each phrase is read aloud, ask whether it tells who, what, when, where, or how. Then have pupils turn to a page in any book and guide them in identifying phrases that tell who, what, etc.
	h. Drawing meaning from context clues	-- Write a number of short sentences on the chalkboard, leaving out an important word in each. For example: Bill may be called a ________ because he has a good stamp collection. He lives so much by himself away from the rest of the world that he is really a ________. The new words (philatelist, demogogue, hermit, etc.) should then be read in context. To insure this, the original sentences should be made up by using hard words from a selection which is important reading for the group.
	i. Extending word meanings using synonyms and homonyms	(1) Write a series of sentences on the chalkboard, each having a new word or a difficult expression which is underlined. Ask the pupils to paraphrase the expressions or rewrite the sentences using known synonyms for the new words. Examples: The man stood poised like a runner waiting for the signal. It was the most woeful sight that ever a mortal saw.

BASIC READING SKILLS		RELATED SKILLS	DEVEL
GENERAL	SPECIFIC		
			(2) Have pupils sele synonyms for the ANNOY pester shuffle totter glance rip slay stare inspect nag irritate SEE worry stagger peer perplex march ruin damage bother glide witness

SECONDARY DEVELOPMENTAL READING ACTIVITIES

S IFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
		(2) Have pupils select from column of words the synonyms for the lead word such as the following:

PRACTICE 1

ANNOY	WALK
pester	saunter
shuffle	ogle
totter	spoil
glance	trouble
rip	strut
slay	glare
stare	mar
inspect	smash
nag	amble
irritate	tease

SEE	DESTROY
worry	wreck
stagger	look
peer	view
perplex	crawl
march	hike
ruin	vex
damage	disturb
bother	people
glide	kill
witness	break

SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMEN
GENERAL	SPECIFIC		
			PRACT
			HEAT
			blister nippy scattered unsoiled biting scrubbed scorch slovenly tidy arctic
			CLEAN
			frozen laundered unstained frigid shivery burn scald scoured tangled littered

SECONDARY DEVELOPMENTAL READING ACTIVITIES

S IFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES

PRACTICE 2

HEAT	COLD
blister	roast
nippy	icy
scattered	frosty
unsoiled	polished
biting	snarled
scrubbed	jumbled
scorch	spotless
slovenly	messy
tidy	disordered
arctic	sizzle

CLEAN	UNTIDY
frozen	topsy-turvy
laundered	neat
unstained	wintry
frigid	pure
shivery	broil
burn	chilly
scald	singe
scoured	knotted
tangled	blaze
littered	sear

SECONDARY DEVELOPMENTAL READING ACTIVIT

BASIC READING SKILLS		RELATED SKILLS	
GENERAL	SPECIFIC		
			AP fa ca un un ve pl gl fa gl li DI ha tr su ma se ma un tr se di Use the ab activities (a) List (b) List (c) Circl

S CIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES

PRACTICE 3

APPEARANCE CONTENTED

---

fashionable
calm
untruth
unhappy
vexed
pleased
glamorous
fake
glum
lie

peaceful
betrayal
restless
dark
well-groomed
quiet
carefree
cheat
uneasy
low-spirited

DISCONTENTED FALSENESS

happy
trick
sulky
manicured
secure
masculine
unsettled
treachery
serene
disappointed

dainty
comforted
sleek
dissatisfied
dishonesty
satisfied
deception
attractive
fraud
casual

Use the above words for the following additional activities:

(a) List all the prefixes
(b) List all the suffixes
(c) Circle all the consonant blends

BASIC READING SKILLS		RELATED SKILLS	DEVELO
GENERAL	SPECIFIC		
			(3) Help the pupils t words as meet and ently and have di pronounced the sa use each word in a meaning. Such pa used: rain, rei soar; vane, vain; seam; beet, beat: dear; ate, eight: steal; right, wri
			(4) Copy a paragraph possible by usin same. (Be sure t the paragraph.)
		j. Interpreting idioms and unusual language	-- Help pupils recog pret unusual expr in a notebook as Then have them pl Channel. It is p Select a sta the group into tw chalkboard the fi their meanings i in mixed order. the starter, who hand column. Th ing in the secon and should take h by one of his cre mains to try to next opposing me finishes first i

ILLS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
PECIFIC		
		(3) Help the pupils to make a list of such pairs of words as *meet* and *meat* which are spelled differently and have different meanings but are pronounced the same (homonyms). Then have them use each word in a sentence to illustrate its meaning. Such pairs of words as these might be used: rain, rein; seen, scene; by, buy; sore, soar; vane, vain; sew, sow; maid, made; seem, seam; beet, beat; feet, feat; one, won; deer, dear; ate, eight; fair, fare; waist, waste; steel, steal; right, write; know, no. (4) Copy a paragraph and change as many words as possible by using other words which mean the same. (Be sure to keep the original meaning of the paragraph.)
	j. Interpreting idioms and unusual language	-- Help pupils recognize implied meanings and interpret unusual expressions by writing such phrases in a notebook as they find them in their reading. Then have them play the game *Crossing the Channel*. It is played as follows: Select a starter and divide the remainder of the group into two equal crews. Write on the chalkboard the figurative phrases in column 1 and their meanings in column 2. Arrange the meanings in mixed order. One member from each crew faces the starter, who selects a phrase in the left-hand column. The first crewman to find the meaning in the second column has "crossed the channel" and should take his seat. He is then replaced by one of his crewmates. The losing crewman remains to try to "cross the channel" before the next opposing member does. The crew which finishes first is the winning crew. Some suggested

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMEN
GENERAL	SPECIFIC		
			phrases are: Column 1 in trade spot of tea the steward freeze in your bunks trim vessels up anchor the ship fled exclusive club a regular whirlwin
		k. Extending word meanings using contrasts and comparisons, descriptive words and phrases, as well as parts of speech	-- Write on the chalkboar Leave the blanks as i select and write a des blank. When they hav have the stories read may be aware of the wa words either add to th meaning of the story. One _____ day a _ his _____ mother. He wanted very much. Hi it for him because sh awhile they went home Each pupil may make u pupils to complete.
		l. Using punctuation as a guide to meaning such as commas, semicolons, exclamation marks, and quotation marks	(1) Have each pupil write take place between hi select a topic from a original one. Have hi correctly. The use o emphasized.

IFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
		phrases are:

Column 1	Column 2
in trade	to keep a store
spot of tea	in your beds
the steward freezes	the ship sailed fast
in your bunks	a command to start
trim vessels	full of life
up anchor	the steward is not pleased
the ship fled	a club only certain people may join
exclusive club	a cup of tea
a regular whirlwind	neat ships

	k. Extending word meanings using contrasts and comparisons, descriptive words and phrases, as well as parts of speech	-- Write on the chalkboard the following story. Leave the blanks as indicated and have the pupils select and write a descriptive word in each blank. When they have completed their stories, have the stories read aloud so that the pupils may be aware of the way in which the descriptive words either add to the meaning or change the meaning of the story. One _____ day a _____ boy went shopping with his _____ mother. He saw a _____ train that he wanted very much. His _____ mother did not buy it for him because she was a _____ woman. After awhile they went home to their _____ supper. Each pupil may make up a story for the other pupils to complete.
	l. Using punctuation as a guide to meaning such as commas, semicolons, exclamation marks, and quotation marks	(1) Have each pupil write a conversation that might take place between himself and a friend. He may select a topic from a given list or use an original one. Have him punctuate and paragraph correctly. The use of quotation marks may be emphasized.

SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPM
GENERAL	SPECIFIC		
			(2) Find examples in th punctuation mark. used. Read orally use of marks.
		m. Using the dictionary to determine word meanings	(1) Present on the chal a short selection w hard words. After tion, with help if bring out the fact sure of the meaning group to then look dictionary. Discus "fits" the context
			(2) Select (5) words fr the dictionary to
		n. Observing accent marks as they affect meanings	-- Use such exercises "Check the pronunci below and write tw of the words is acc speech for each pro sentence for each u Example: fre'quent ad inhabitants of mars frequent' v. Other suggested wor annex, escort, increase, perm

TIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
		(2) Find examples in the story to illustrate each punctuation mark. Give reasons for marks being used. Read orally to show understanding of the use of marks.

used. Read orally to show understanding of the use of marks.

	m. Using the dictionary to determine word meanings	(1) Present on the chalkboard or a mimeographed sheet a short selection which contains a number of hard words. After a first reading of the selection, with help if necessary, questions will bring out the fact that some children are not sure of the meanings of certain words. Ask the group to then look up the hard words in the dictionary. Discuss with them which meaning best "fits" the context of the sentence or paragraph. (2) Select (5) words from an assigned selection. Use the dictionary to find the appropriate meanings.
	n. Observing accent marks as they affect meanings	-- Use such exercises as the following: "Check the pronunciation of the words listed below and write two different ways in which each of the words is accented. Write the part of speech for each pronunciation. Then make up a sentence for each use of the word." Example: fre'quent adj. Frogs are frequent inhabitants of marshes. frequent' v. Mosquitoes frequent swamps. Other suggested words are: annex, escort, insult, present, convert, increase, permit, and rebel.

SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTA
GENERAL	SPECIFIC		
		o. Extending word meanings through Greek and Latin roots	-- Present a Latin root, "tooth." List other w root, such as: dentist denture dentifrice Have the pupils correct such sentences as the these words: Grandfather's ____ discomfort. Pretty girls appea advertisements.
	2. Context Clues	a. Using experience clues to recognize words and derive word meanings	-- Have the pupils head th papers with the followi Dull Words, Echo Words a story or a newspaper kind of words as they c nounce his words aloud sounds suggest their me help the pupils to unde experiences which we ha pictures we see or soun pronounced. (This exer for pupils to recognize well-written selection
		b. Developing sentence sense	-- Ask the pupils to selec pronoun in a given para pronouns in one column
		c. Acquiring a knowledge of the end punctuation (the period, question mark, exclamation mark)	-- Select sentences from a and ask the pupils to makes a statement, giv question, or expresses them write the last wor punctuation mark which

SECONDARY DEVELOPMENTAL READING ACTIVITIES

S CIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
	o. Extending word meanings through Greek and Latin roots	-- Present a Latin root, such as "dent" meaning "tooth." List other words derived from this root, such as: dentist dental denture indention dentifrice indentured Have the pupils correctly fill the blanks in such sentences as the following with one of these words: Grandfather's _____ causes him much discomfort. Pretty girls appear in most _____ advertisements.
ext es	a. Using experience clues to recognize words and derive word meanings	-- Have the pupils head three columns on their papers with the following titles: Shining Words, Dull Words, Echo Words. Ask them to skim through a story or a newspaper to find as many of each kind of words as they can. Let each pupil pronounce his words aloud to discover how much their sounds suggest their meanings. Through discussion, help the pupils to understand that it is the experiences which we have had that give us the pictures we see or sounds we hear when words are pronounced. (This exercise is excellent in order for pupils to recognize the quality of style in well-written selections.)
	b. Developing sentence sense	-- Ask the pupils to select the antecedents for each pronoun in a given paragraph or story. List pronouns in one column and antecedents in another.
	c. Acquiring a knowledge of the end punctuation (the period, question mark, exclamation mark)	-- Select sentences from a familiar reading selection and ask the pupils to tell whether each sentence makes a statement, gives a command, asks a question, or expresses strong feeling. Then have them write the last word of the sentence and the punctuation mark which should follow it.

SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPM
GENERAL	SPECIFIC		
		d. Acquiring a feeling for paragraph unity	-- Have the pupils rea paragraphs and answ What is the topi How important to last sentence? What details, ex do you find? Emphasize that a go Develops one ma Has a good topic Is built usuall examples, and Has a strong end
		e. Interpreting the relationship between illustrations and the printed word	-- Ask the pupils to: Find a part of make a good p Draw and color Be sure to put Give the pictur On the back of number of the is described When the pictures a show his picture t exhibited, have th the story is illust made the correct su the other pupils li important details h
		f. Identifying words and their general meanings by inferences and generalizations	-- Give the pupils a p their reading. Ask a word, and to giv which led them to

RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
d. Acquiring a feeling for paragraph unity	-- Have the pupils read a group of teacher-selected paragraphs and answer these questions about each: What is the topic sentence? How important to the paragraph is the last sentence? What details, examples, and comparisons do you find? Emphasize that a good paragraph: Develops one main idea. Has a good topic sentence. Is built usually by the use of details, examples, and comparisons. Has a strong ending.
e. Interpreting the relationship between illustrations and the printed word	-- Ask the pupils to: Find a part of a selected story that would make a good picture. Draw and color the picture. Be sure to put in all the important parts. Give the picture a title. On the back of the picture write the page number of the story where the picture is described or suggested. When the pictures are completed, let each pupil show his picture to the group. As a picture is exhibited, have the pupils suggest what part of the story is illustrated. Let the pupil who made the correct suggestion read the part while the other pupils listen to see whether all the important details have been included.
f. Identifying words and their general meanings by inferences and generalizations	-- Give the pupils a paragraph or selection from their reading. Ask them to give the meaning of a word, and to give the clues in the paragraph which led them to their choice of meaning.

SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVEL
GENERAL	SPECIFIC		
		g. Learning that a given word may be used in more than one sense, depending upon the other words in the sentence, paragraph, or selection	-- Have the pupils meanings for sel *light*, *mount*, *ri* *set*, *side*, *strik* For example: A horse is *fas* speed. A horse is als a hitching p A color is *fas* A clock is *fas* A baby is *fas* soundly.
		h. Using typographical aids to meaning	-- Ask the pupils t that are italici boldface type. for the particula
		i. Using structural aids such as interpolated phrases and clauses set off with commas or dashes	-- Have the pupils clauses set off the reasons for exercise is espe appositives, par etc.)
		j. Interpreting synonyms and antonyms	(1) Write on the cha *afraid*, *happy*, *s* of a word or wor the same as each (2) Write a word suc Ask pupils to su opposite. Write original word as such words as *fi* *here*, and *full*. word for which s with opposite me

FIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
	g. Learning that a given word may be used in more than one sense, depending upon the other words in the sentence, paragraph, or selection	-- Have the pupils develop sentences using different meanings for selected words such as bear, beat, light, mount, right, run, pass, pitch, round, set, side, strike, and fast. For example: A horse is fast when he's running at top speed. A horse is also fast when he is tied to a hitching post. A color is fast if it does not fade. A clock is fast when it is ahead of time. A baby is fast asleep when sleeping soundly.
	h. Using typographical aids to meaning	-- Ask the pupils to find in their reading, words that are italicized, in capital letters, or in boldface type. After each word, write the reason for the particular type used.
	i. Using structural aids such as interpolated phrases and clauses set off with commas or dashes	-- Have the pupils find examples of phrases or clauses set off with commas or dashes and give the reasons for such marks being used. (This exercise is especially good for teaching appositives, parenthetic expressions, series, etc.)
	j. Interpreting synonyms and antonyms	(1) Write on the chalkboard such words as silently, afraid, happy, sparkling. Ask pupils to think of a word or words that mean the same or nearly the same as each word in the list. (2) Write a word such as night on the chalkboard. Ask pupils to suggest a word that means the opposite. Write the correct opposite beside the original word as it is suggested. Continue with such words as first, weak, ugly, glad, friends, here, and full. Then let each pupil suggest a word for which someone else supplies the word with opposite meaning. Pupils might then try

BASIC READING SKILLS		RELATED SKILLS	DEVELOPM
GENERAL	SPECIFIC		
			using each of thes sentence (day and
		k. Analyzing roots, prefixes, and suffixes	-- Write such inflecte and ask pupils to each is formed. Wr inflected form, and to each root word made in the root w bunches wooden shorter Follow the same pr suffixes have been busily, boyish, fu
		l. Interpreting idioms and unusual language	-- See j in Word Mean
		m. Identifying and interpreting metaphors and similes	(1) Show the pupils th often used in a se compared with anot unfinished sentenc from a list of wor best completes eac it in the blank. Example: The baby's chee The cook sliced The roar of the a bone paper (2) Find examples of reading.

S	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
ECIFIC		
		using each of these pairs of words in the same sentence (day and night, for example).
	k. Analyzing roots, prefixes, and suffixes	-- Write such inflected forms as are shown below and ask pupils to indicate from what root word each is formed. Write the root beside each inflected form, and ask what ending was added to each root word and what change, if any, was made in the root word. bunches skated carried wooden flies halves shorter hitting sunned Follow the same procedure with words to which suffixes have been added. For example: sharpen, busily, boyish, funny, helpless, goodness, diver.
	l. Interpreting idioms and unusual language	-- See j in Word Meaning Clues.
	m. Identifying and interpreting metaphors and similes	(1) Show the pupils that the words like and as are often used in a sentence when one thing is compared with another. Prepare an exercise with unfinished sentences. Ask the pupils to select from a list of words and phrases the one that best completes each unfinished sentence and write it in the blank. Example: The baby's cheeks were as pink as _____. The cook sliced the meat as thin as _____. The roar of the cannon was as loud as _____. a bone a rose paper thunder (2) Find examples of similes and metaphors in your reading.

SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVEL
GENERAL	SPECIFIC		
			(3) Give pupils a li use them in sent
			(4) Give the pupils Ask them to chan similes to metap sentences, such like a monkey.
	3. Configuration Clues	a. Analyzing general shape, length, height, and vertical characteristics of words	-- Suggest that pup that are giving sketch a small p the "trouble wor For example: co
		b. Observing title and context words	(1) Select a newspap heading from it. selection and de the context. Th their titles wit news editor.
			(2) Give the pupils them select fro suitable title
		c. Observing the same words printed in large and small type; in same size type	-- Discuss differe if pupils still
		d. Identifying correct word in a sentence, in isolation	-- Use exercises s Write on t finished senten them. There are ma An Indian li

LS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
ECIFIC		
		(3) Give pupils a list of similes. Ask them to use them in sentences. (4) Give the pupils a list of similes and metaphors. Ask them to change metaphors to similes and similes to metaphors. These should be done in sentences, such as: You're a monkey. You act like a monkey.
nfigura- ion Clues	a. Analyzing general shape, length, height, and vertical characteristics of words	-- Suggest that pupils outline words from a story that are giving them difficulty. They may also sketch a small picture of their association with the "trouble word" to help establish its meaning. For example: compass
	b. Observing title and context words	(1) Select a newspaper article and clip the title or heading from it. Have the pupils read the selection and decide upon a suitable title for the context. The pupils will enjoy comparing their titles with the one given to it by the news editor. (2) Give the pupils a number of paragraphs and have them select from a list of titles the most suitable title for each paragraph.
	c. Observing the same words printed in large and small type; in same size type	-- Discuss different size type in reading material if pupils still need this activity.
	d. Identifying correct word in a sentence, in isolation	-- Use exercises such as following: Write on the chalkboard the following unfinished sentences and the words listed below them. There are many trees in the _____. An Indian lives in a _____.

SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPME
GENERAL	SPECIFIC		
			He has a bow and _ He wanted to ____ Little Bow wanted like his father. Do you think litt What do you think kill happe woods arrow Have each pupil copy sentence on a piece ask him to write the complete the sentenc pupil read aloud one sentences. The diffi depend upon the grad recommended as a cul vocabulary in a readi meanings have previo
		e. Identifying and matching by superimposition	-- Write an incomplete _____ to the store." supplying a word to the activity by writ blank and asking wha (went, wandered, etc then to h, and so on
	4. Picture Clues	a. Learning to use the interest values in pictures and illustrations	-- Make questions or st lar story which the be illustrated are develop. For exampl stories about the ea country, the teacher ings through activit Each (rider) wor The (explorer) t canoe.

LS ECIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
		He has a bow and ______. He wanted to _____ a bear. Little Bow wanted to be a _____ hunter like his father. Do you think little Bow will get _____? What do you think ______? kill happened lost hunt woods arrows great Have each pupil copy the number of the unfinished sentence on a piece of paper. Beside the number ask him to write the word from the list that will complete the sentence correctly. Then have each pupil read aloud one or more of the completed sentences. The difficulty of the exercise will depend upon the grade level. (This exercise is recommended as a culminating activity for vocabulary in a reading unit. Of course the meanings have previously been discussed.)
	e. Identifying and matching by superimposition	-- Write an incomplete sentence, such as, "John _____ to the store." Let the pupils take turns supplying a word to complete the sentence. Vary the activity by writing the letter w before the blank and asking what the word might then be (went, wandered, etc.). Change the letter to r, then to h, and so on.
cture ues	a. Learning to use the interest values in pictures and illustrations	-- Make questions or statements based upon a particular story which the pupils have read. Words to be illustrated are those the teacher wishes to develop. For example: If the pupils have read stories about the early development of our country, the teacher may check certain word meanings through activities such as these: Each (rider) wore a cowboy suit and big hat. The (explorer) traveled down the river in a canoe.

SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELO
GENERAL	SPECIFIC		
			Draw pictures fo the word in the b
		b. Using the pictures and the illustrations to clarify and enrich new concepts and new words	-- Have the pupils c or workbooks. Th tences or a shor Using as many env place in each one pictures. Distri pupil read his st answers. Use pic science books. words which the p them draw their o concept or new wo
		c. Using the action in the pictures and illustrations to aid in interpreting the action of the verbal text	-- Have the pupils from the story wh picture.
	5. Phonetic Analysis	a. Developing auditory discrimination of initial and final consonants	(1) Ask the pupils t series of words the same sound. of words contain initial sound be other initial so the words beginn those being taug with final conso
			(2) Let the pupils p such riddles as: begins like vale jump over. (vau

LLS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
PECIFIC		
		Draw pictures for the words left out. Look at the word in the box to help you know what to draw.
	b. Using the pictures and the illustrations to clarify and enrich new concepts and new words	-- Have the pupils cut pictures from old magazines or workbooks. Then ask them to make up sentences or a short story to go with the picture. Using as many envelopes as there are pupils, place in each one four stories with matching pictures. Distribute the envelopes. Have each pupil read his stories, select the story it answers. Use pictures from social studies and science books. Discuss the concepts and new words which the pictures illustrate. Then have them draw their own pictures to illustrate the concept or new word.
	c. Using the action in the pictures and illustrations to aid in interpreting the action of the verbal text	-- Have the pupils list action words or phrases from the story which are illustrated in the picture.
honetic nalysis	a. Developing auditory discrimination of initial and final consonants	(1) Ask the pupils to listen and to notice that the series of words being pronounced all begin with the same sound. Then pronounce a second series of words containing some words with the same initial sound being taught and some words with other initial sounds. Ask the pupils to select the words beginning with sounds different than those being taught. Perform the same activity with final consonants. (2) Let the pupils play riddle games originating such riddles as: I'm thinking of a word that begins like valentine and means to leap or to jump over. (vault)

SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPM
GENERAL	SPECIFIC		
		b. Using words that rhyme	(1) Read poems to the g the words that rhym (2) Write two line jing of the second line. plete with suitable
		c. Understanding and using initial consonants such as b, c, d, g, l, m, r, y, f, h, j, n, p, s, t, w	-- Have pupils make li these sounds.
		d. and g. Understanding and using final consonants such as d, t, l, m, n and final consonant blends such as ld, nd, nt, st	-- Have the pupils wri the beginning sound pair is the last so Example: girl - fi
		e., f., and h. Understanding and using initial consonant digraphs such as ch, sh, th, wh and initial consonant blends such as cr, cl, br, bl, dr, fr, fl, gr, gl, tr, pl, sp, st, tw, spr, scr, spl	-- Have pupils find wo begin with these so consonant and prono
		i. Understanding and using variable vowel sounds such as oo in (boots) and (school)	-- Prepare a list of studied. Have the correctly.

SECONDARY DEVELOPMENTAL READING ACTIVITIES

LS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
ECIFIC		
	b. Using words that rhyme	(1) Read poems to the group. Ask pupils to select the words that rhyme. (2) Write two line jingles omitting the final word of the second line. Exchange papers and complete with suitable rhyming words.
	c. Understanding and using initial consonants such as b, c, d, g, l, m, r, y, f, h, j, n, p, s, t, w	-- Have pupils make lists of words beginning with these sounds.
	d. and g. Understanding and using final consonants such as d, t, l, m, n and final consonant blends such as ld, nd, nt, st	-- Have the pupils write pairs of words in which the beginning sound of the first word of each pair is the last sound of the second word. Example: girl - flag
	e., f., and h. Understanding and using initial consonant digraphs such as ch, sh, th, wh and initial consonant blends such as cr, cl, br, bl, dr, fr, fl, gr, gl, tr, pl, sp, st, tw, spr, scr, spl	-- Have pupils find words from their reading that begin with these sounds. Underline the initial consonant and pronounce the word.
	i. Understanding and using variable vowel sounds such as oo in (boots) and (school)	-- Prepare a list of words containing the sounds studied. Have the pupils pronounce them correctly.

SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPM
GENERAL	SPECIFIC		
		j., k., and q. Understanding and using vowel digraphs such as ai, ea, and ei and vowel principles such as: (1) Long vowel before silent e (2) Long vowel at end of a word or syllable (3) Two vowels of a word are together, the first vowel is usually long (4) One vowel in a word or syllable and followed by a consonant, the vowel is usually short	-- Ask the pupils to f illustrate each vow by number the vowel illustrates.
		l. Understanding and using the short u vowel sound, the long and short a, e, i, o, u vowel sounds	-- Ask the pupils to l containing r contro vowel and the r. A sounds, using the p dictionary.
		m. and n. Understanding and using vowel digraphs such as oa, au, aw, ou, and vowel diphthongs such as oy, ow, oi, ou, ew	-- Give the pupils a l thongs omitted. In blanks with the cor use the words corre Example: p__nt (

LLS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
PECIFIC		
	j., k., and q. Understanding and using vowel digraphs such as ai, ea, and ei and vowel principles such as: (1) Long vowel before silent e (2) Long vowel at end of a word or syllable (3) Two vowels of a word are together, the first vowel is usually long (4) One vowel in a word or syllable and followed by a consonant, the vowel is usually short	-- Ask the pupils to find in their story words that illustrate each vowel principle and to indicate by number the vowel principle which the word illustrates.
	l. Understanding and using the short u vowel sound, the long and short a, e, i, o, u vowel sounds	-- Ask the pupils to list from their story ten words containing r controlled vowels and underline the vowel and the r. Ask them to also mark the vowel sounds, using the pronunciation key in the dictionary.
	m. and n. Understanding and using vowel digraphs such as oa, au, aw, ou, and vowel diphthongs such as oy, ow, oi, ou, ew	-- Give the pupils a list of words with the diphthongs omitted. Instruct them to fill the blanks with the correct diphthongs and then to use the words correctly in sentences. Example: p__nt (oi)

SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPME
GENERAL	SPECIFIC		
		o. Understanding and using variable vowel sounds such as: (1) a, e, i, o, and u followed by r (2) a followed by w, y, and l (3) Long and short oo	(1) Ask the pupils to lis in which a has the sa Paul, and saw. (2) Give the pupils a lis letter combination oo each word according t long or short sound
		p. Understanding and using variable consonant sounds such as: (1) Hard and soft c (2) Hard and soft g	(1) Have the pupils list ing in which the c ha words in which the c (2) Have the pupils list ten words with soft (3) Ask the pupils to lis words containing the word, write the sound (4) Ask the pupils to lis letter s. Under eac indicates the sound Example: sees s z
		q. See Point j.	
		r. Perceiving that the final y in words of more than one syllable is usually short	-- Ask the pupils to mak y, marking the sound i sound in most word

SECONDARY DEVELOPMENTAL READING ACTIVITIES

ILLS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
PECIFIC		
	o. Understanding and using variable vowel sounds such as: (1) a, e, i, o, and u followed by r (2) a followed by w, v, and l (3) Long and short oo	(1) Ask the pupils to list from their reading words in which a has the same sound as it has in ball, Paul, and saw. (2) Give the pupils a list of words containing the letter combination oo. Instruct them to classify each word according to whether it contains the long or short sound of this combination.
	p. Understanding and using variable consonant sounds such as: (1) Hard and soft c (2) Hard and soft g	(1) Have the pupils list ten words from their reading in which the c has a soft sound, also ten words in which the c has a hard sound. (2) Have the pupils list ten words with hard g and ten words with soft g. (3) Ask the pupils to list from their reading ten words containing the letter x, and after each word, write the sound that x has in that word. (4) Ask the pupils to list ten words containing the letter s. Under each s write the letter which indicates the sound of the s. Example: sees s z
	q. See Point j.	
	r. Perceiving that the final y in words of more than one syllable is usually short	-- Ask the pupils to make a list of words ending in y, marking the sound of y and noticing the short i sound in most words of more than one syllable.

SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTA
GENERAL	SPECIFIC		
	6. Structural Analysis	a. Observing inflectional endings such as: (1) Nouns ending with s or es (2) Verbs ending in s	(1) Ask the pupils to find whose plural is formed have them write singula (2) Ask the pupils to find ending in s and to give each verb.
		b. Using inflectional endings with such variants as s, ed, and ing	(1) Ask the pupils to find verbs ending in s and t in which they appear, c in ed and ing. (2) Ask the pupils to selec ed and to change them s and ing. (3) Ask the pupils to selec ing and to change them
		c. Perceiving possessives with 's endings	-- Have the pupils select sentences containing nc forms and give the mear
		d. Perceiving compound words made up of two familiar words	-- Ask the pupils to list in their reading, socia books and give the mean
		e. Using contractions such as aren't, doesn't, won't, we'll, it's, can't, let's, he's	-- Have the pupils copy fr sentences containing cc them rewrite the senter words from which the cc
		f. Understanding comparatives such as smaller-bigger, faster-slower	-- Ask the pupils to brin scenery and to write cc objects seen in the pic highway is wider than t

SECONDARY DEVELOPMENTAL READING ACTIVITIES

LS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
ECIFIC		
ructural alysis	a. Observing inflectional endings such as: (1) Nouns ending with s or es (2) Verbs ending in s	(1) Ask the pupils to find in their story ten words whose plural is formed by adding s or es. Next have them write singular forms of these words.
		(2) Ask the pupils to find in the story ten verbs ending in s and to give the person and tense of each verb.
	b. Using inflectional endings with such variants as s, ed, and ing	(1) Ask the pupils to find in a selected story five verbs ending in s and to rewrite the sentences in which they appear, changing the verb to end in ed and ing.
		(2) Ask the pupils to select five verbs which end in ed and to change them so that they end with s and ing.
		(3) Ask the pupils to select five verbs which end in ing and to change them to end with s and ed.
	c. Perceiving possessives with 's endings	-- Have the pupils select from their reading five sentences containing nouns in their possessive forms and give the meaning of each possessive.
	d. Perceiving compound words made up of two familiar words	-- Ask the pupils to list ten compound words found in their reading, social studies, or science books and give the meaning of each compound word.
	e. Using contractions such as aren't, doesn't, won't, we'll, it's, can't, let's, he's	-- Have the pupils copy from their reading five sentences containing contractions. Then have them rewrite the sentences using the complete words from which the contractions were derived.
	f. Understanding comparatives such as smaller-bigger, faster-slower	-- Ask the pupils to bring to class pictures of scenery and to write comparative sentences about objects seen in the pictures. Example: The highway is wider than the stream beside it.

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMEN
GENERAL	SPECIFIC		
		g. Inflectional endings with such variants as: (1) Verbs which double the final letter before ed, ing (2) Verbs which drop the final e before endings	-- Have the pupils find containing the double ing and then write th the above exercise t inflectional endings.
		h. Estimating (by hearing and seeing) number of syllables in words	(1) Have the pupils make paper headlines and c headings-- One Syllable, Two Syl (2) Have the pupils list unusual and tell how
		i. Using inflectional endings by: (1) Changing f to v and adding es (2) Dropping final e before adding ed, er, ing	-- Ask the pupils to loo ending in f or ves. words to the plural singular form.
		j. Knowing such prefixes as un, re, dis, in, pre, en, mis, trans, under, out, over	-- Discuss with the pupi prefixes. Ask them t words using these pre ings of these words.
		k. Knowing suffixes as er, ed, ing, y, ly, less, ful, ness, ment, ous	(1) Ask the pupils to fin ending in these suffi of the suffix and als in the sentence. Exa Added to a root the w

SECONDARY DEVELOPMENTAL READING ACTIVITIES

S CIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
	g. Inflectional endings with such variants as: (1) Verbs which double the final letter before ed, ing (2) Verbs which drop the final e before endings	-- Have the pupils find in their reading ten words containing the double consonant before ed or ing and then write the root word for each. Use the above exercise to illustrate (2) under inflectional endings.
	h. Estimating (by hearing and seeing) number of syllables in words	(1) Have the pupils make lists of words from newspaper headlines and captions, under the headings-- One Syllable, Two Syllable, etc. (2) Have the pupils list words that are new or unusual and tell how many syllables each has.
	i. Using inflectional endings by: (1) Changing f to v and adding es (2) Dropping final e before adding ed, er, ing	-- Ask the pupils to look in their reading for words ending in f or ves. Have them change the singular words to the plural form and the plural words to singular form.
	j. Knowing such prefixes as un, re, dis, in, pre, en, mis, trans, under, out, over	-- Discuss with the pupils the meanings of these prefixes. Ask them to find in their reading words using these prefixes and to give the meanings of these words.
	k. Knowing suffixes as er, ed, ing, y, ly, less, ful, ness, ment, ous	(1) Ask the pupils to find in their reading words ending in these suffixes and to give the meaning of the suffix and also the function of the word in the sentence. Example: ous means "full of" Added to a root the word becomes an adjective.

SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVEL
GENERAL	SPECIFIC		
			(2) Give such direct verb employ to m employs." (empl
		l. Understanding and using root words	(1) Have the pupils of a list of sel (2) Make a list of n pupils to underl (3) Give the pupils such as dent mea a list of words use these words
		m. Understanding the use of diacritical marks and accent marks	(1) Ask the pupils t words, write the word as it is fo the vowels to in (2) Give the pupils it is pronounced with its correct (3) Pronounce a list them to write fo syllables which syllable which i Example: syl' suc
	7. Dictionary Usage	a. Arranging words in alphabetical order using meaningful	(1) Have the pupils lary cards or li

SECONDARY DEVELOPMENTAL READING ACTIVITIES

LS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
ECIFIC		
		(2) Give such directions as: "Add a suffix to the verb *employ* to make a noun form meaning *one who employs*." (employer)
	l. Understanding and using root words	(1) Have the pupils underline the root in each word of a list of selected words.
		(2) Make a list of new or unusual words. Ask the pupils to underline the root of each word.
		(3) Give the pupils a common Greek or Latin root such as *dent* meaning *tooth*. Ask them to make a list of words related to this root and to use these words in original sentences.
	m. Understanding the use of diacritical marks and accent marks	(1) Ask the pupils to make a vocabulary list of new words, write the phonetic respelling of each word as it is found in the dictionary, and mark the vowels to indicate their sounds.
		(2) Give the pupils a list of words, each spelled as it is pronounced. Ask them to write the word with its correct spelling.
		(3) Pronounce a list of words for the pupils. Ask them to write for each word the number of syllables which it has and the number of the syllable which is accented. Example: syl' la ble 3 - 1 suc cess' 2 - 2
ctionary age	a. Arranging words in alphabetical order using meaningful	(1) Have the pupils arrange the words on their vocabulary cards or lists in alphabetical order.

SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOP
GENERAL	SPECIFIC		
		situations (first step in dictionary readiness)	(2) Make a list of wor or arithmetic and
		b. Using thumb index, guide words, pronunciation key	(1) Give the pupils a to check in a lis found on the same pupils to write ye with the guide wor preceding page, a ing page.
			(2) Have each pupil f his dictionary an which illustrate e
		c. Using the dictionary to pronounce, to spell, and to locate meanings of words	(1) Ask the pupils to after looking the
			(2) Have the pupils us the correct spelli misspelled in the
			(3) Give the pupils a selected words ar the dictionary to as it is used in t
D. Study Skills	1. Organization Skills	a. Interpreting simple charts and maps	-- Have pupils expla the newspapers. (
		b. Observing the sequence of ideas in a story	-- Have the pupils l material about so studied in social order the steps f market this commo

S	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
CIFIC		
	situations (first step in dictionary readiness)	(2) Make a list of words common to social studies or arithmetic and alphabetize these words.
	b. Using thumb index, guide words, pronunciation key	(1) Give the pupils a set of guide words. Ask them to check in a list of ten words those words found on the same page. Variation: Ask the pupils to write *yes* if the word is on the page with the guide words, *before* if it is on a preceding page, and *after* if it is on a following page. (2) Have each pupil follow the pronunciation key in his dictionary and find in his reading, words which illustrate each diacritical mark.
	c. Using the dictionary to pronounce, to spell, and to locate meanings of words	(1) Ask the pupils to pronounce difficult words after looking them up in a dictionary. (2) Have the pupils use their dictionaries to find the correct spellings for words which they have misspelled in their written work. (3) Give the pupils a selection to read in which selected words are underlined. Have them use the dictionary to find the meaning of each word as it is used in the particular sentence.
ganization ills	a. Interpreting simple charts and maps	-- Have pupils explain charts and maps taken from the newspapers. (Weather maps are good.)
	b. Observing the sequence of ideas in a story	-- Have the pupils locate in a reference book material about some commodity that is being studied in social studies. Ask them to list in order the steps followed to produce and to market this commodity.

SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVEL
GENERAL	SPECIFIC		
		c. Learning to classify ideas	-- Write on the cha fications, such Countries. Have belonging to eac
		d. Using titling as a means or organization	-- Ask the pupils t with the headlin items, write hea their headlines
		e. Recording information in the form of a language experience chart or class-dictated composition	-- Have the pupils record the step sentences to be activity may be each pupil recor
		f. Identifying "big" and "little" ideas	-- Have the pupils one big event i under the title
		g. Identifying main ideas	-- Use social stud bold-faced type pupils write suc
		h. Developing picture main idea lines	-- See primary skil
		i. Listing answers to questions	-- Have pupils wri given lesson, ex answers to class by pairs. (Goo Use a new panel

SECONDARY DEVELOPMENTAL READING ACTIVITIES

LLS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
PECIFIC		
	c. Learning to classify ideas	-- Write on the chalkboard several general classifications, such as: Holidays, Presidents, and Countries. Have the pupils list specific items belonging to each category.
	d. Using titling as a means or organization	-- Ask the pupils to bring in newspaper clippings with the headlines removed. Have them exchange items, write headlines for them, and then compare their headlines with those of the news editor.
	e. Recording information in the form of a language experience chart or class-dictated composition	-- Have the pupils perform an experiment, and then record the steps and the findings by dictating sentences to be written on the chalkboard. This activity may be carried a step further by having each pupil record his own steps and findings.
	f. Identifying "big" and "little" ideas	-- Have the pupils read about a famous man, select one big event in his life to use as a title, and under the title list the details of that event.
	g. Identifying main ideas	-- Use social studies material which does not use bold-faced type for paragraph headings and have pupils write such headings.
	h. Developing picture main idea lines	-- See primary skills.
	i. Listing answers to questions	-- Have pupils write five good questions about a given lesson, exchange questions, and write answers to classmates' questions. Check answers by pairs. (Good way to get more participation. Use a new panel for each day's lesson.)

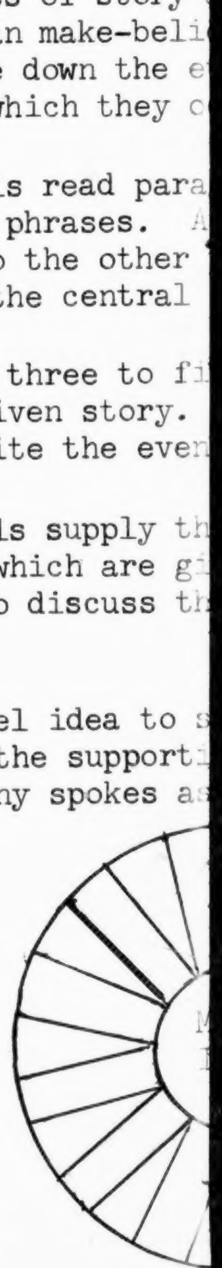
BASIC READING SKILLS		RELATED SKILLS	DEVEL
GENERAL	SPECIFIC		
		j. Using arts and crafts projects to summarize information (friezes, mural, orange-box movie-strip)	(1) Have pupils draw studied. This ma groups of animals been completed. (2) Have pupils make and paper sacks cast as a Spanis American visitors American childre questions.
		k. Listing a sequence in pictures	-- See primary skil
		l. Using creative dramatizations to summarize information	-- Have the pupils America, select explain it.
		m. Developing word main idea lines	-- Direct the pupils paragraph and de Notice that each subject or word. is the main idea
		n. Preparing one-point outlines	-- See primary skil
		o. Developing simple summaries	(1) Select paragraphs which they are t them write sente or central idea that they have e trations, minor words.

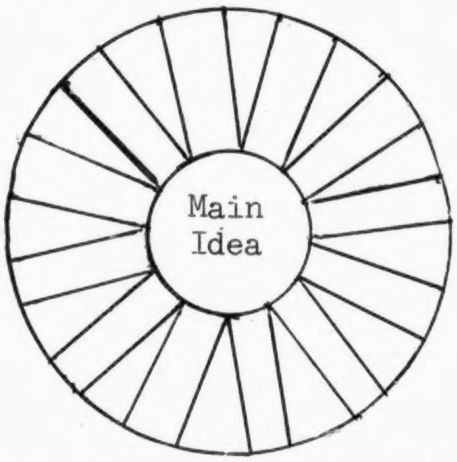
SECONDARY DEVELOPMENTAL READING ACTIVITIES

ILLS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
SPECIFIC		
	j. Using arts and crafts projects to summarize information (friezes, mural, orange-box movie-strip)	(1) Have pupils draw a frieze to illustrate a unit studied. This may be drawing the five main groups of animals after a unit on animals has been completed. (2) Have pupils make finger puppets using potato and paper sacks to dramatize. These may be cast as a Spanish boy telling a group of American visitors about his country, with the American children interjecting spontaneous questions.
	k. Listing a sequence in pictures	-- See primary skills.
	l. Using creative dramatizations to summarize information	-- Have the pupils study the Holidays of South America, select one, and make up a play to explain it.
	m. Developing word main idea lines	-- Direct the pupils to read a descriptive paragraph and decide what each sentence is about. Notice that each sentence is related to the same subject or word. Therefore that subject or word is the main idea.
	n. Preparing one-point outlines	-- See primary skill.
	o. Developing simple summaries	(1) Select paragraphs in the pupils' reader from which they are to find the central idea. Have them write sentences stating the complete main or central idea in each paragraph. Check to see that they have eliminated quotations, illustrations, minor details, and all unnecessary words.

SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMEN
GENERAL	SPECIFIC		
			(2) Read an untitled para pupils write titles f
		p. Listing a sequence of ideas in words	-- Have pupils tell fam ever events of story pupils plan make-beli will write down the e order in which they
		q. Developing sentence and phrase main idea lines	-- Have pupils read para important phrases. phrases to the other identify the central
		r. Listing a sequence of ideas in sentences and phrases	-- List from three to f any one given story. pupils write the eve
		s. Preparing two-point outlines	-- Have pupils supply th headings which are g grouped to discuss th heading.
		t. Preparing a multiple point outline	-- Use a wheel idea to hub, and the support Use as many spokes a



LLS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
ECIFIC		
		(2) Read an untitled paragraph or story. Have the pupils write titles for the paragraph or story.
	p. Listing a sequence of ideas in words	-- Have pupils tell familiar stories. Check whenever events of story are not in order. Have pupils plan make-believe trips for which they will write down the events of the trip in the order in which they occurred.
	q. Developing sentence and phrase main idea lines	-- Have pupils read paragraphs silently selecting important phrases. Ask them to read these phrases to the other pupils who will try to identify the central idea of the paragraph.
	r. Listing a sequence of ideas in sentences and phrases	-- List from three to five events that occurred in any one given story. For each event have the pupils write the event which they believe followed.
	s. Preparing two-point outlines	-- Have pupils supply the sub-points for the main headings which are given. The pupils may be grouped to discuss the sub-points for each major heading.
	t. Preparing a multiple point outline	-- Use a wheel idea to show the main idea as the hub, and the supporting details as the spokes. Use as many spokes as needed. 

SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVEL
GENERAL	SPECIFIC		
		u. Developing summaries of one or more paragraphs	-- Have pupils deve paragraph. Have from this.
		v. Using simple forms of précis writing	-- Prepare a selecti List questions t written. Have pu Check to see if a tained in the sum
		w. Interpreting and making picture graphs	-- Present informat pictures--such a riders. Decide o represent. Draw to show the infor year 1840 there w Pony Express Comp Western Coast Rid which can be answ
		x. Interpreting and making bar and line graphs	-- Introduce purpos books and develop Explain horizont problems for pup
	2. Reading Study Skills	a. Locating source of information	(1) Write a topic on consider the sou school (or immedi additional inform the sources give charge of findin source has to of (2) List words, topi and places about List also various which sources ca for each item in

SECONDARY DEVELOPMENTAL READING ACTIVITIES

ILLS	RELATED SKILLS		DEVELOPMENTAL ACTIVITIES	
PECIFIC				
	u.	Developing summaries of one or more paragraphs	--	Have pupils develop a simple outline for a paragraph. Have them write summary sentence from this.
	v.	Using simple forms of précis writing	--	Prepare a selection to be read to the class. List questions to be answered after précis is written. Have pupils write their summaries. Check to see if answers to questions are contained in the summaries.
	w.	Interpreting and making picture graphs	--	Present information which may be illustrated by pictures--such as information on pony express riders. Decide on quantity each figure is to represent. Draw as many figures as are necessary to show the information given. Example: In the year 1840 there were 80 riders employed by the Pony Express Company, and 30 employed by the Western Coast Riders Company. Discuss questions which can be answered by such a graph.
	x.	Interpreting and making bar and line graphs	--	Introduce purpose of graphs. Read problems in books and develop one graph on the chalkboard. Explain horizontal and vertical axes. Present problems for pupils to solve.
eading tudy kills	a.	Locating source of information	(1)	Write a topic on the chalkboard. Have pupils consider the sources of information in the school (or immediate area) where they may find additional information about the topic. List the sources given and let small groups take charge of finding and reporting on what each source has to offer.
			(2)	List words, topics, events, and names of people and places about which the pupils have read. List also various references. Have pupils tell which sources can be used to find information for each item in the first list.

SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPME
GENERAL	SPECIFIC		
		b. Skimming by identifying "key words"	(1) List the "key words" Have pupils write th paragraph in which t (2) Have typed, printed, left side of the pap the right side of th each sentence. Have sentence from which be made more effecti limitations of some (3) Have pupils skim a s phrases that cue the certain events occur covered by the event story on chalkboard read this and answer presented in the sto
		c. Becoming familiar with the parts of a book: cover, title, table of contents	-- Have pupils: (a) Make out a requ aries (etc.) ne (b) Locate a story read and report the table of co (c) Discuss titles Select and list books read that unit. (d) Make chart list right date, etc social studies, (e) Introduce a new cover, title, t
		d. Being able to follow directions	(1) Give the following d group as they perfor

SECONDARY DEVELOPMENTAL READING ACTIVITIES

LS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
CIFIC		
	b. Skimming by identifying "key words"	(1) List the "key words" in a given selection. Have pupils write the number of the page and paragraph in which they are found. (2) Have typed, printed, or mimeographed on the left side of the paper a group of sentences. On the right side of the paper, list one word from each sentence. Have pupils locate quickly the sentence from which each word comes. (These may be made more effective if done under time limitations of some nature.) (3) Have pupils skim a story to note words and phrases that cue the reader to the time when certain events occurred and length of time covered by the events. Write "key words" of a story on chalkboard (or ditto). Have the pupils read this and answer questions about the ideas presented in the story.
	c. Becoming familiar with the parts of a book: cover, title, table of contents	-- Have pupils: (a) Make out a requisition for the new dictionaries (etc.) needed in class. (b) Locate a story of particular interest to read and report on by referring solely to the table of contents. (c) Discuss titles of units in new book. Select and list titles of other stories and books read that could be included in each unit. (d) Make chart listing title, publisher, copyright date, etc., of several text books (math, social studies, English, etc.). (e) Introduce a new book by identifying the cover, title, table of contents.
	d. Being able to follow directions	(1) Give the following directions orally to the entire group as they perform the activity. Speak

SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPME
GENERAL	SPECIFIC		
			clearly and say each -Draw a circle on yo -Make a vertical lin -Make a horizontal li end of a vertical li Add each step to the (2) Have pupils read sil ing questions or for them tell in their o Have the pupils resp (3) Give directions in a
		e. Reading to find answers for specific information	-- Introduce questions prior to oral or sil write the answers t asking "?" and liste a chart for pupils t perfect score. (Thi of the importance i listening to others'
		f. Perceiving new concepts and new words	(1) Have the pupils rea proper motivation. pupils draw a pictur (2) Provide pupils with to write on the slip reading which are ne the words in contex up in the dictionar the definition they each word with each concrete experience Have each pupil use sentence. Notice wh

ILLS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
PECIFIC		
		clearly and say each step only once. -Draw a circle on your paper. -Make a vertical line through the circle. -Make a horizontal line starting at the end of a vertical line. Add each step to the preceding step. (2) Have pupils read silently directions for answering questions or for an activity. Then have them tell in their own words what they are to do. Have the pupils respond to the directions. (3) Give directions in a variety of ways.
	e. Reading to find answers for specific information	-- Introduce questions for paragraph or passages prior to oral or silent reading. Ask pupils to write the answers to the questions. Review by asking "?" and listening to the answers. Keep a chart for pupils to check if they have a perfect score. (This will help them to be aware of the importance in concentrating and in listening to others' answers and viewpoints.)
	f. Perceiving new concepts and new words	(1) Have the pupils read the passage after the proper motivation. After only one reading, have pupils draw a picture of what they read. (2) Provide pupils with slips of paper. Direct them to write on the slips words from their free reading which are new to them. Have them write the words in context. Have them look the word up in the dictionary, write the respelling and the definition they think is correct. Discuss each word with each pupil. Provide as many concrete experiences with the words as possible. Have each pupil use his word in an original sentence. Notice whether the pupils are adding

SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEV
GENERAL	SPECIFIC		
			these words to vocabularies.
		g. Interpreting simple maps and globes	(1) Select a story have the pupil labeling signi (2) Let the pupils plane, train, country and th of interest, d and how the we of year. (3) Provide practi globes by havi grow out of the legends and no
		h. Arranging names in alphabetical order	(1) Have pupils ta according to t last names. (2) Keep pupils' w betical order. this order. (3) Make list of c so far, all co etc.) and have according to a (4) Have the pupil (5) Have the pupil can recall in

LLS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
PECIFIC		
		these words to their speaking and writing vocabularies.
	g. Interpreting simple maps and globes	(1) Select a story with geographical directions and have the pupils make their own map of the area, labeling significant points.
		(2) Let the pupils take imaginary trips by ship, plane, train, or bus to various parts of our country and the world. Have them land at points of interest, deciding at what time they arrive and how the weather is at the particular time of year.
		(3) Provide practice in using simple maps and globes by having pupils locate places which grow out of their reading. Have them interpret legends and note relationships.
	h. Arranging names in alphabetical order	(1) Have pupils take turns in answering questions according to the alphabetical order of their last names.
		(2) Keep pupils' work folders arranged in alphabetical order. Require that they keep them in this order.
		(3) Make list of countries (all countries studied so far, all countries belonging to the U. N., etc.) and have pupils arrange them in a list according to alphabetical order.
		(4) Have the pupils make classroom telephone book.
		(5) Have the pupils name all the stores that they can recall in downtown Broadway. Write these

BASIC READING SKILLS		RELATED SKILLS	DEVEL
GENERAL	SPECIFIC		
			names on the cha arrange them alp
			(6) Have pupils arra room library in authors' names. them most quick
			(7) Select names at and have the pup order.
		i. Using a telephone book	(1) Have the group m composed partial survey of the im the names and nu restaurants, et
			(2) Have the pupils the names of the Dental Health We priate for the
			(3) Have the pupils secure performa
			(4) Obtain several cant facts abou information and class into teams write the addres written on the finishes first. addresses and p
		j. Understanding parts of book: cover, title, title page, table of contents	(1) Call the pupils book on the out Encourage them show its meanin

ILLS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
PECIFIC		
		names on the chalkboard and have the pupils arrange them alphabetically. (6) Have pupils arrange a list of books from the room library in alphabetical order by the authors' names. See which pupil can arrange them most quickly and accurately. (7) Select names at random from the telephone book and have the pupils arrange them in alphabetical order.
	i. Using a telephone book	(1) Have the group make a classroom telephone book composed partially of the pupils' names. Make survey of the immediate neighborhood and include the names and numbers of stores, gas stations, restaurants, etc. (2) Have the pupils look up in the telephone book the names of their family dentists (if during Dental Health Week) or any other names appropriate for the date. (3) Have the pupils call the local theater to secure performance time of a particular show. (4) Obtain several phone books. Point out significant facts about the arrangement and use of information and listing of names. Divide the class into teams. Have each member of the teams write the address and phone number for names written on the chalkboard. See which team finishes first. Check the accuracy of the addresses and phone numbers.
	j. Understanding parts of book: cover, title, title page, table of contents	(1) Call the pupils' attention to the title of the book on the outside cover and on the title page. Encourage them to tell how the illustrations show its meaning. Let them consider the words

SECONDARY DEVELOPMENTAL READING ACTIVITI

BASIC READING SKILLS		RELATED SKILLS	D
GENERAL	SPECIFIC		
			in the titl compare way on the cove
			(2) Permit each reading boo familiarize on one pupi another the name, etc.
			(3) Turn to tab giving reas arranging a examine othe of arrangin each unit b of contents
		k. Using a book list and classifying books in the class library	-- Have each p books (one listed; mak place books
		l. Locating names of persons, places, and things in a paragraph, in a story, or a selection as a means of skimming	(1) Have the pu newspapers note the wh stated in e point of vie
			(2) Give the pu names of pe a paragraph pupils skim each word i

ILLS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
SPECIFIC		
		in the title and what they mean. Have them compare ways in which the idea is represented on the cover and on the title page. (2) Permit each pupil to select an interesting reading book. Allow time for the pupils to familiarize themselves with the books. Call on one pupil to give the title of his book, another the copyright date, another the author's name, etc. (3) Turn to table of contents. Note its arrangement, giving reasons why. Suggest other ways of arranging a table of contents. Have pupils examine other textbooks and observe other ways of arranging a table of contents. Introduce each unit by having pupils observe in the table of contents the titles and authors.
	k. Using a book list and classifying books in the class library	-- Have each pupil classify and list classroom books (one subject at a time.) Discuss books listed; make final list; have class librarian place books on labeled shelves.
	l. Locating names of persons, places, and things in a paragraph, in a story, or a selection as a means of skimming	(1) Have the pupils compare articles from different newspapers about the same story. Ask them to note the who, what, why, when, and where as stated in each. (Also good for comparing editorial point of view.) (2) Give the pupils a list of words consisting of names of persons, places, and things. Give them a paragraph with each line numbered. Have the pupils skim the paragraph and note on what line each word is found. Time the pupils.

SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMEN
GENERAL	SPECIFIC		
		m. Using encyclopedias and reference materials in a simplified manner	(1) Keep class cards and brought in or shared c class use. Have the p in class to locate mat (2) Distribute slips of pa questions. Have pupil number of the volume i would be found. (3) Have pupils use refere information about peop mentioned in their sto (4) Prepare such exercises The Pon Our special projec weeks will be to fi about The Pony Expr learn some researc find topics and ho references. The f will guide your res What was the Po Why was the Pon Who originated t How was the syst Who were the Po What was the cos this way? How did the syst How was the firs selected? Why was the Pon What reliable s the Pony Expre WRITE UP YOUR MATERIA AND PRESENT IT TO THE

LLS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
ECIFIC		
	m. Using encyclopedias and reference materials in a simplified manner	(1) Keep class cards and a shelf for materials brought in or shared orally. Catalogue for class use. Have the pupils skim through books in class to locate material on topics. (2) Distribute slips of paper containing topics and questions. Have pupils find and record the number of the volume in which the information would be found. (3) Have pupils use references to find additional information about people, places, and events mentioned in their stories. (4) Prepare such exercises as the following: The Pony Express Our special project for the next two weeks will be to find out all we can about The Pony Express. We will also learn some research skills in how to find topics and how to use cross-references. The following questions will guide your research: What was the Pony Express? Why was the Pony Express started? Who originated the Pony Express? How was the system set up? Who were the Pony Express riders? What was the cost of sending mail this way? How did the system operate? How was the first Pony Express rider selected? Why was the Pony Express discontinued? What reliable stories are there about the Pony Express riders? WRITE UP YOUR MATERIAL IN AN INTERESTING FASHION AND PRESENT IT TO THE CLASS.

SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELO
GENERAL	SPECIFIC		
		n. Using parts of a book: cover, title page, table of contents, illustrations, index, glossary, chapter heading, paragraph headings, keys, and footnotes	(1) Discuss why storie Have the pupils tr units in a selecte (2) Have the pupils ma title for the boo be illustrated on that the cover sho interest of pupil (3) Have the pupils co pleted on a partic summaries, picture a booklet, includi page, glossary of (4) Introduce new book identify all the p skim the table of book and tell wha In making assignme Let the pupils us locate the page nu index with the se
		o. Using all types of maps, charts, graphs, and diagrams	(1) Make it known tha necessary in under of material. Hav diagram pertainin Let colors represe Explain the need t somewhere on the p globes, etc., foun colors represent d colors make compar is understood. Us

SECONDARY DEVELOPMENTAL READING ACTIVITIES

IFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
	n. Using parts of a book: cover, title page, table of contents, illustrations, index, glossary, chapter heading, paragraph headings, keys, and footnotes	(1) Discuss why stories are arranged in units. Have the pupils try to find new names for some units in a selected book.
		(2) Have the pupils make a new cover with a new title for the book. Describe how the title may be illustrated on the cover. Stress the fact that the cover should help to arouse the interest of pupils their age.
		(3) Have the pupils compile all the material completed on a particular class unit (reports, maps, summaries, pictures, etc.) and assemble it into a booklet, including table of contents, title page, glossary of important terms, etc.
		(4) Introduce new books to the pupils by having them identify all the parts of the book. Have them skim the table of contents and the body of the book and tell what they think the book is about. In making assignments give the story title only. Let the pupils use the table of contents to locate the page number. Use the glossary and index with the selections in the book.
	o. Using all types of maps, charts, graphs, and diagrams	(1) Make it known that the "key" or "legend" is necessary in understanding the use of this type of material. Have the pupils make a map or diagram pertaining to an everyday experience. Let colors represent differences on the map. Explain the need to describe these differences somewhere on the paper. Do the same with maps, globes, etc., found in the room. Show how colors represent differences and also how like colors make comparisons easier when the "key" is understood. Use a story with the background

SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEV
GENERAL	SPECIFIC		
			in another lan by using a "ke nesses and dif ours as mentio (2) Give the pupil longitude, par longitude in r tribute outlin deciding how t country by the and how to dis and statute--b degrees of lon (3) Select with th a subject whic grows out of t this numerical construct char the same infor data in order (4) Have pupils fi correct conclu
		p. Learning to skim by identifying important or "key" words, phrases, and sentences	(1) Ask the pupils from a given s groups and rev orally for eac phrases as not (2) Give pupils a selection. Ha phrases in the phrases. Ask

ILLS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
PECIFIC		
		in another land. Have pupils make a map and, by using a "key" -- colors, etc., show likenesses and differences between that land and ours as mentioned in the story. (2) Give the pupils charts explaining meridians of longitude, parallels of latitude, and degrees of longitude in regard to mileage and time. Distribute outline maps. Present problems such as deciding how to determine the climate of a country by the use of the parallels of latitude and how to discover the mileages--both nautical and statute--between given points by the use of degrees of longitude. (3) Select with the pupils numerical information on a subject which is of interest to them or that grows out of their reading. Make a table showing this numerical information. Have the pupils construct charts, graphs, or diagrams showing the same information. Ask questions about the data in order to check their understanding. (4) Have pupils fill in their outlined maps with the correct conclusions.
	p. Learning to skim by identifying important or "key" words, phrases, and sentences	(1) Ask the pupils to copy the key words and phrases from a given selection. Have them divide in groups and review all or parts of the selection orally for each other, using the key words or phrases as notes. (2) Give pupils a list of questions over a given selection. Have them determine which words or phrases in the question are "key" words or phrases. Ask them to read a selection rapidly,

SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVEL
GENERAL	SPECIFIC		
			reading only eno questions. (3) Set up some prob pupils are to rea questions presen in the selection words that are s presented by loo a popular phras pupil may be fam story for a phra
		q. Using "entry" words such as now, then, first, second, last, so, therefore	(1) Discuss these wo to meaning and t (2) Have pupils rete Encourage them t in the retelling of too many "ent
		r. Learning the many uses of encyclopedias and other reference materials	(1) Explain that enc listed alphabeti board and ask th may be found in (2) Assign a simple look this topic additional infor (3) Provide practice pupils tell in w or sketched on t can be found.

LS CIFIC	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
		reading only enough to find the answers to the questions. (3) Set up some problems on a selection which the pupils are to read. Have them answer the questions presented by referring to key sentences in the selection. Suggest that they look for words that are similar (or opposite) to those presented by looking back at the page. Present a popular phrase or expression with which the pupil may be familiar. Ask him to look in the story for a phrase with a similar idea.
	q. Using "entry" words such as now, then, first, second, last, so, therefore	(1) Discuss these words as clues or "stepping stones" to meaning and the main idea in the story. (2) Have pupils retell a story which they have read. Encourage them to use at least one "entry" word in the retelling. Discourage the use, however, of too many "entry" words.
	r. Learning the many uses of encyclopedias and other reference materials	(1) Explain that encyclopedia entries are nouns listed alphabetically. List words on the chalkboard and ask the pupils to select the ones that may be found in an encyclopedia. (2) Assign a simple topic to each pupil. Have him look this topic up in the encyclopedia and find additional information by use of cross references. (3) Provide practice with encylopedia use by having pupils tell in which volume of a set in the room or sketched on the chalkboard specific topics can be found.

BASIC READING SKILLS		RELATED SKILLS	DEVELOPME
GENERAL	SPECIFIC		
			(4) Provide practice us having pupils locat mountains, rivers, a their stories. (5) Provide practice us by having pupils tel features. List seve Have pupils tell wh which magazine.
		s. Using a card catalogue and other library aids	(1) Arrange a trip with library or the neare librarian to explai and the different g matter. Help the pu Encourage use of th (2) Display and discuss an author card, a t card. Give each pu have him make each which he has gotten (3) Provide practice in card catalogue by m actual card file in name of a book and which drawer the ca found. Give subjec other book titles u proficiency. (4) Provide practice fo by having pupils in certain titles, aut found.

LS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
ECIFIC		
		(4) Provide practice using an atlas and maps by having pupils locate countries, states, mountains, rivers, and cities which appear in their stories.
		(5) Provide practice using magazines and newspapers by having pupils tell type of content each features. List several topics and magazines. Have pupils tell which topics can be found in which magazine.
	s. Using a card catalogue and other library aids	(1) Arrange a trip with the class to the school library or the nearest public library. Ask the librarian to explain the card catalogue system and the different groupings of books by subject matter. Help the pupils to obtain library cards. Encourage use of the library.
		(2) Display and discuss with the class samples of an author card, a title card, and a subject card. Give each pupil three 3 x 5 cards and have him make each type of card for the book which he has gotten from the library.
		(3) Provide practice in using outside guides of card catalogue by mimeographing sketches of actual card file in library. Announce the name of a book and have pupils indicate in which drawer the card for the book will be found. Give subjects' and authors' names and other book titles until pupils demonstrate proficiency.
		(4) Provide practice for pupils with inside guides by having pupils indicate between what cards certain titles, authors, or subjects will be found.

BASIC READING SKILLS		RELATED SKILLS	DEV
GENERAL	SPECIFIC		
		t. Underlining titles of books and enclosing "magazine titles" in quotation marks in writing activities	-- Have pupils ma cards for book which they hav book titles an magazine title write a brief
		u. Making a bibliography of books on a given topic	(1) Have the pupil assigned topic the card catal a sample list show the prope authors' last in a bibliogra list of books
			(2) Have pupils se interested. H room library a ographies. Ha so that each p
		v. Using a timetable	-- Ask pupils to to different f to locate and one city to an train schedule schedules, etc
		w. Using the various sections of the newspaper	(1) Have the pupil devoting atten selected topic
			(2) Make newspaper Have them loca sections. Ask each section c

LLS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
PECIFIC		
	t. Underlining titles of books and enclosing "magazine titles" in quotation marks in writing activities	-- Have pupils make out reading interest record cards for books and articles from magazines which they have read. Emphasize underlining book titles and placing quotation marks around magazine titles. On the card have the pupil write a brief review of the book or article.
	u. Making a bibliography of books on a given topic	(1) Have the pupils compile a list of books on an assigned topic. Discuss with them the use of the card catalogue and other library aids. Put a sample list of books on the chalkboard and show the proper arrangement of these books by authors' last names, etc., as it should appear in a bibliography. Have the pupils put their list of books in bibliographical form.
		(2) Have pupils select topics about which they are interested. Have them select books from the room library about their topics and make bibliographies. Have the bibliographies mimeographed so that each pupil may have a copy for his use.
	v. Using a timetable	-- Ask pupils to bring in various timetables related to different forms of transportation. Help them to locate and list the time it takes to get from one city to another. Compare bus schedules with train schedules, train schedules with plane schedules, etc.
	w. Using the various sections of the newspaper	(1) Have the pupils make current events notebooks--devoting attention each week to one or two selected topics.
		(2) Make newspapers available for the class to study. Have them locate and identify the various sections. Ask them to determine the type of news each section carries and to study the structure

SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVE
GENERAL	SPECIFIC		
			of each type of (3) Select a class e paper with eithe fictional news a
		x. Being able to use the dictionary: alphabetical arrangement, thumb index, guide words, pronunciation key, diacritical marks, accent marks, definitions, and meanings of words	(1) List the new wor pupils the possi words will be lo check their defi Ask the pupils illustrate selec (2) Write difficult before it is rea words in the dic word, have him pupils tell in w the word is foun guide words are nounced, have th marks and turn t the entry word. silently and ch the word as it i sentence from th word in an orig its meaning. (3) Have the pupils that are thumb encyclopedias, files, or push these and make thumb indexed c file for vocabu

LS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
CIFIC		
		of each type of news in the various sections. (3) Select a class editorial staff. Develop a class paper with either real (when possible) or fictional news and social events.
	x. Being able to use the dictionary: alphabetical arrangement, thumb index, guide words, pronunciation key, diacritical marks, accent marks, definitions, and meanings of words	(1) List the new words in a story. Discuss with pupils the possible meanings, after which the words will be looked up in the dictionary to check their definitions and pronunciations. Ask the pupils to use the words in sentences to illustrate selected meanings. (2) Write difficult words in context from a story before it is read. With the class look up the words in the dictionary. As a pupil locates a word, have him raise his hand. Have different pupils tell in what section of the dictionary the word is found, on what page, and what the guide words are. If the word cannot be pronounced, have the pupils note the diacritical marks and turn to the key words, then pronounce the entry word. Have them read the definitions silently and choose the one which applies to the word as it is used in the context of the sentence from the story. Have pupils use the word in an original sentence without changing its meaning. (3) Have the pupils bring to class books or devices that are thumb indexed, such as dictionaries, encyclopedias, address books, cookbooks, card files, or push button type indices. Discuss these and make an exhibit of them. Make a thumb indexed composition notebook or a card file for vocabulary lists.

SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVE
GENERAL	SPECIFIC		
		y. Adjusting rate of speed to purpose and to materials (rapid reading, skimming, reading for details)	-- Provide a varie various rates o reading before t selection has be following questi What rate of to read thi Why? What parts di Why? What parts di Why? Have the pupils selections to de comprehended the
		z. Following printed directions	(1) Have the pupils making graphs, m Provide progress worded in a vari (2) Have the group r tions for a work member to expla
		a^1 Utilizing all critical comprehension skills	-- (See Development Comprehension B-
	3. Purposeful Oral Reading Skills	a. Desiring to share reading materials with others	(1) Provide time whe selections which (2) Have the pupils

LS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
ECIFIC		
	y. Adjusting rate of speed to purpose and to materials (rapid reading, skimming, reading for details)	-- Provide a variety of reading materials requiring various rates of speed. Specify a purpose for reading before the material is read. After each selection has been read, ask the pupils the following questions: What rate of speed should you have used to read this story? (rapid, slow, skim) Why? What parts did you read rapidly? Why? What parts did you read slowly? Why? Have the pupils answer questions about the selections to determine whether or not they comprehended the reading material.
	z. Following printed directions	(1) Have the pupils follow printed directions for making graphs, maps, charts, small objects, etc. Provide progressively difficult directions worded in a variety of ways. (2) Have the group read silently the printed directions for a workbook activity. Choose one member to explain them to the group.
	a^1 Utilizing all critical comprehension skills	-- (See Developmental Activities for Critical Comprehension B-2, page 85-93)
urposeful ral eading kills	a. Desiring to share reading materials with others	(1) Provide time when the pupils may read to others selections which they have particularly enjoyed. (2) Have the pupils read part of a book report.

SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELOPMENTAL
GENERAL	SPECIFIC		
		b. Having a purpose for oral reading	-- Have the pupils: - Read sentences or sect points. - Read lines which answe How did John feel? Why did Jane run? How did the new home - Read lines, sentences express a particular
		c. Being able to read fluently, using conversational tone, being relaxed, and using good posture	(1) Be sure that students hav before asking them to rea (2) Set standard cooperative Example: A Good Re Has a purpose for re Prepares material a Makes his voice sho Pronounces each wor listeners can Reads ideas, not ju Changes his rate of meaning. Breathes at the rig breathing and smooth.
		d. Having complete understanding of the selection being read	-- Have the pupils read aft the content, give each a to the group.

LLS	RELATED SKILLS	DEVELOPMENTAL ACTIVITIES
PECIFIC		
	b. Having a purpose for oral reading	-- Have the pupils: - Read sentences or sections to prove particular points. - Read lines which answer such questions as: How did John feel? Why did Jane run? How did the new home look? - Read lines, sentences, or sections which express a particular mood, etc.
	c. Being able to read fluently, using conversational tone, being relaxed, and using good posture	(1) Be sure that students have read the material before asking them to read orally. (2) Set standard cooperatively with the group. Example: A Good Reader Has a purpose for reading. Prepares material ahead of time. Makes his voice show feeling and meaning. Pronounces each word clearly so that listeners can understand. Reads ideas, not just words or phrases. Changes his rate of reading to convey meaning. Breathes at the right places so that breathing and reading will be smooth.
	d. Having complete understanding of the selection being read	-- Have the pupils read after discussing with them the content, give each an opportunity to read to the group.

SECONDARY DEVELOPMENTAL READING ACTIVITIES

BASIC READING SKILLS		RELATED SKILLS	DEVELO
GENERAL	SPECIFIC		
		e. Being provided with a comfortable and pleasant environment or setting conducive to oral reading	-- Vary the method o devices as A Radi
		f. Using the voice and attitude to express mood	-- Write a short sket inflections of the try it." Example: Narrator: It's Jack abou sewi Jack: I do I do Mother: (Mat Jack: Aw, Mother: (Coa Jack: I ca swimm Mother: (War Narrator: Jack home
		g. Knowing how well oral reading is done	-- Use the tape recor reading to stimula record for discuss with the pupil and may be saved and u ings at other time

SECONDARY DEVELOPMENTAL READING ACTIVITIES

LLS PECIFIC	RELATED SKILLS		DEVELOPMENTAL ACTIVITIES
	e. Being provided with a comfortable and pleasant environment or setting conducive to oral reading	--	Vary the method of presentation with such devices as A Radio Program or The Book Club.
	f. Using the voice and attitude to express mood	--	Write a short sketch built upon different inflections of the same expression, as "Just try it." Example: Narrator: It's a cold sunny day in spring. Jack is restless as he moves about the room where Mother is sewing. Jack: I don't want to put away my toys. I don't know where to start. Mother: (Matter of fact) Just try it. Jack: Aw, Mom, I don't know how. Mother: (Coaxingly) Just try it. Jack: I can't do it. I guess I'll go swimming. Mother: (Warningly) Just try it. Narrator: Jack did try it. When he got home, what do you think happened?
	g. Knowing how well oral reading is done	--	Use the tape recorder or make discs of oral reading to stimulate pupils and serve as a record for discussion of needed improvement with the pupil and with the parents. (These may be saved and used for comparison with readings at other times.)

APPENDIX

LISTENING[1]

Listening, as a facet of reading, is a new frontier which must be recognized, developed, and interrelated with all we do to help students. If we want students to listen, we must use materials that are interesting to them, have purposes for listening, and help them understand that good listening, good reading, and remembering go hand-in-hand.

Listening is important because it provides a background for reading and study. It helps develop sentence sense, and it improves vocabulary. In order to make the listening-reading experience meaningful, the teacher must use a vocabulary in keeping with the understanding of the students. This is especially true of the bi-lingual student. Also, plans must be made for the student to use words both in speaking and reading soon after they listen to them. Thus, the listening vocabulary will become the spoken and reading vocabulary.

The following outline classifies the kinds of listening and suggests goals and activities for each.

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[1] This material on Listening was presented by Donna M. Mills at the 1963 University of Chicago Reading Conference. (The text in its entirety can be found in the Annual Proceedings.)

GOALS AND ACTIVITIES FOR LISTENING

Donna M. Mills

Horace Mann School
Gary, Indiana

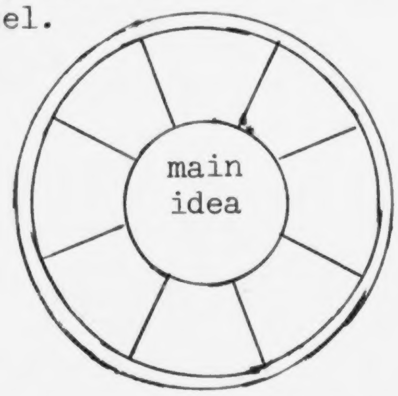
KIND	GOAL	
I. Simple	A. To discriminate and locate phonetic and structural elements of the spoken word.	1. Use selectio 2. Select sound medial, and coal, locate
	B. To discover and to identify sounds, words, or ideas new to the listener.	-- Close eyes a as well as n can be used.
	C. To listen for details in order to interpret the spoken word and to respond accurately.	-- After listen spokes on a
	D. To listen to a selection for the purpose of answering a previously stated question.	-- Ask the ques selection.
	E. To listen to a selection, then answer a question which is asked after the listening.	NB Diffic used w needs
	F. To listen for the main idea when stated in the topic or key sentence.	

GOALS AND ACTIVITIES FOR LISTENING

Donna M. Mills

Horace Mann School
Gary, Indiana

Gary, Indiana

GOAL	ACTIVITIES
riminate and locate phonetic and ral elements of the spoken word.	1. Use selections with rhyming words. 2. Select sounds or syllables in initial, medial, and final positions. Examples: coal, locate, bake.
over and to identify sounds, words, s new to the listener.	-- Close eyes and identify sounds--man made as well as natural. The tape recorder can be used.
en for details in order to interpret ken word and to respond accurately.	-- After listening, show the details as spokes on a wheel. 
ten to a selection for the purpose wering a previously stated question.	-- Ask the question before listening to the selection.
ten to a selection, then answer a on which is asked after the ing.	NB Difficulty of the material used will depend upon the needs of the students
ten for the main idea when stated topic or key sentence.	

LISTENING

KIND	GOAL	
	G. To distinguish between the main idea and the details	1. After listeni outline. A. 2. For longer se while listeni listening to form. 3. After listeni one sentence
II. Discriminative (Recognition)	A. To distinguish and locate phonetic and structural elements of the spoken word.	-- Listen to a p sounds such a words.
	B. To discriminate between spoken facts and fancies.	-- Listen to an list the fact selection. D verify each i
	C. To listen for words with variant meanings.	-- Use selection "And even whe switchings wi trees, we fel was a comfort
	D. To distinguish between relevant and irrelevant details.	-- List in two c relevant, the Afterwards st

the details outline. A.

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1. Mary Roelofs Stott, "My Most Unforgettable Character," Reader's Digest, April 196

GOAL	ACTIVITIES
nguish between the main idea and ails	1. After listening to a selection, make an outline. A. Main idea 1.) 2.) Details 3.) 2. For longer selections make the outline while listening. Give time after the listening to edit and rewrite in better form. 3. After listening to the selection write a one sentence summary.
guish and locate phonetic and l elements of the spoken word.	-- Listen to a paragraph selected because of sounds such as "shun" words. Write these words.
iminate between spoken facts ies.	-- Listen to an appropriate selection and list the facts and the fancies in the selection. Discuss the list and read to verify each item.
n for words with variant .	-- Use selections such as the following: "And even when we were crying over the switchings with suckers from the fruit trees, we felt she was right and that was a comfort."[1]
nguish between relevant and nt details.	-- List in two columns the details, one relevant, the other irrelevant. Afterwards students read to verify.

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st Unforgettable Character," Reader's Digest, April 1963, p. 124-125

LISTENING

KIND	GOAL	
	E. To listen to select the type of writing: Narrative Descriptive Expositive Essay	-- Use v Stude readi
III. Relaxing and Appreciative	A. To listen to music to determine moods.	-- After which
	B. To listen to poetry or prose to determine mood.	-- After and p mood.
	C. To listen to music, poetry, or prose to set a mood.	-- Selec mood
	D. To listen in order to visualize a scene.	-- After this veri
IV. Informative	A. To follow oral directions.	-- Liste desig
	B. To retain ideas from spoken materials for future recall.	1. Deliv 2. Stude is re
	C. To use oral context clues to build meaningful associations.	-- List selec

GOAL	ACTIVITIES
o listen to select the type of writing: rrative escriptive xpositive ssay	-- Use various sentences and paragraphs. Students select type. Follow this with reading of same types.
o listen to music to determine moods.	-- After listening, select and discuss words which could be used to give the same mood.
o listen to poetry or prose to determine ood.	-- After listening, select and discuss words and phrases which were used to set the mood.
o listen to music, poetry, or prose o set a mood.	-- Select material suited to set the desired mood for reading.
o listen in order to visualize a cene.	-- After listening, draw the scene, follow this by student reading for himself to verify his visual concept. Discuss.
o follow oral directions.	-- Listen to and take an oral message to a designated person.
o retain ideas from spoken materials or future recall.	1. Deliver oral messages. 2. Students give assignments to another who is returning from an absence.
o use oral context clues to build eaningful associations.	-- List words on the board. Listen to a selection to determine meaning by context.

LISTENING

KIND	GOAL	
	D. To listen for news.	-- Use a radio sentation of
	E. To listen for unspecified information on a topic.	-- Give the que activity.
	F. To listen for main ideas when expressed as feelings.	
	G. To listen for pertinent information on a specified topic.	1. Use the lect points. Giv statements, finally, etc 2. Use the rad
V. Organizational	A. To determine oral story sequence.	1. Ask for the paragraph he 2. Listen to a out the stor 3. Listen to a specified nu lone strip
	B. To organize in outline form material heard.	-- Listening-N
	C. To list the stated facts to obtain an inference.	-- Stated Fact ________ ________ ________
	D. To listen in order to make space and time relationships	

GOAL	ACTIVITIES
sten for news.	-- Use a radio news report or an oral presentation of a newspaper report. Discuss.
sten for unspecified information opic.	-- Give the question after the listening activity.
sten for main ideas when expressed elings.	
sten for pertinent information on a fied topic.	1. Use the lecture method. Discuss pertinent points. Give clues for following the statements, such as: first, second, finally, etc. 2. Use the radio or T.V.
termine oral story sequence.	1. Ask for the sequence of events for a paragraph heard. 2. Listen to a story and with puppets act out the story sequentially. 3. Listen to a story. Students draw a specified number of sequential steps on a lone strip of paper.
ganize in outline form ial heard.	-- Listening-Notetaking.
st the stated facts to obtain an ence.	-- Stated Facts __________ Inference __________ __________
sten in order to make space and relationships	

KIND	GOAL	
VI. Critical (Evaluative)	A. To discriminate and locate phonetic and structural elements of the spoken word.	-- Listen in othe
	B. To associate descriptive ideas or sounds heard with more concrete objects and life situations.	-- Listen and det
	C. To discriminate between fact and fancies.	-- Use soc stateme definit but wit is true
	D. To evaluate the worth of listening material accurately.	1. Discuss read or 2. Discuss under d
	E. To determine and to reflect the mood of the listening materials and the sound effects that words symbolize.	1. From a words w 2. Listen words.
	F. To use oral context clues to build meaningful associations.	-- Listen of def compari
	G. To determine the main and subordinate ideas in spoken material.	-- Listen a progr the mai

GOAL	ACTIVITIES
iscriminate and locate phonetic and uctural elements of the spoken word.	-- Listen for structural elements and use in other words.
associate descriptive ideas or sounds rd with more concrete objects and life uations.	-- Listen to descriptions of familiar people and determine the identities.
iscriminate between fact and fancies.	-- Use social studies concepts. Make three statements for each, one true, one definitely untrue, and the third untrue but with a shade of truth. Decide which is true, give reasons.
evaluate the worth of listening erial accurately.	1. Discuss appealing qualities of material read orally. 2. Discuss how material relates to the topic under discussion.
determine and to reflect the mood of listening materials and the sound ects that words symbolize.	1. From a list of words given orally, select words which give a certain mood or sound. 2. Listen to a story or poem. Select sound words.
use oral context clues to build aningful associations.	-- Listen to materials using context clues of definition, experience, synonym, comparison, and summary.
determine the main and subordinate eas in spoken material.	-- Listen to three paragraphs each describing a program or activity but only one giving the main idea. Students select this one.